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ABSTRACT

These elementary school lessons plans in English and Spanish are described to offer assistance in basic study skills on California history/social studies using multilingual, primary source documents, such as photos, maps, newspaper articles, and pictures, and copies of official documents for limited-English-proficient (LEP) students. Four basic instructional components are detailed: English Language Development; Specially Designed Academic Instruction in English; Primary Language Instruction; and Self-Esteem/Positive Self-Image Cross-cultural component. Amount of instruction time for the 5-day lesson varies with student abilities in English. Instructional components cover second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. (NAV)

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ED 389 202

Student Validation of Primary Source Documents

California
History-
Social Science
Project

John A. McCoy
Kern * Tulare * Sierra
California History-Social Science Project
"World Population Movements: Past and Present"
California State University, Bakersfield
July, 1994

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FL023409

MIGRATION

走

***Tseo:** to walk... to travel... to go...*

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BASIC STUDY SKILLS

The most basic skills of the history - social science fields involve obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.

Basic study skills are the skills that students must have in order to acquire knowledge; they are skills that make formal education possible. Most basic skills are not learned primarily through history-social science curriculum, but some are special to this area of study. The most basic skills of the history-social science fields involve obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment. The skills also include the ability to discuss and debate and the ability to write a well-constructed program, and they take time and practice to develop. Examples of practice include sustained reading and sustained writing.

The basic skills of history-social science include the ability to:

1. Acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials.
2. Locate, select, and organize information from written sources, such as books, periodicals, government documents, encyclopedias, and bibliographies.
3. Retrieve and analyze information by using computers, microfilm, and other electronic media.
4. Read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons.
5. Understand the specialized language used in historical research and social science disciplines.
6. Organize and express ideas clearly in writing and in speaking.

History - Social Science Framework
Adapted by the California State Board of Education, 26.

I. TITLE

"Student Validation of Primary Source Documents"

II. RATIONAL

Student ability to select and integrate primary source documents for use in the daily learning process has become a vital part of the California State History - Social Sciences Framework. Students and teachers alike must first be comfortable with the identification of valid primary sources and their application. In this five (5) day lesson, students will analyze primary sources and documents that support validity. It will be necessary to guide and monitor student progress. The lesson is designed in a barebone form with optional vocabulary, geography and class discussions provided. Teachers are encouraged to use as many strategies as possible. The barebones five (5) day lesson is presented in a manner that allows maximum flexibility. Students participating in the validation of primary source documents will gain confidence in research, oral and writing skills.

It is important that our students realize they each are a primary source; too often it is felt one must be "important" to be part of history. Nothing could be further from the truth. Each child is a player in history, as are their friends, family and recorded events that occur daily in their lives. Who will dare write a history of the millions of Americans that obey the law, pay taxes and cherish their families? No one, unless we, the classroom teachers working in the trenches, take up the challenge.

III. HISTORICAL CONTENT

The historical text of this five day lesson is written by a "common" woman in an uncommon period of time. She, a young lady, leaves Port Arthur, Texas and journeys to Japan to marry. She writes of her experience as she travels to her first home in Hankow, China and finds herself an observer of Japan's invasion of China in August of 1937.

McCoy 7-94

World Population Movements: Past and Present
California History - Social Science Project
California State University, Bakersfield
July 11-29, 1994
Dr. Margaret Rose - Director

Resident Faculty
Dr. Ronald Dolkart
Dr. JeanneHarrie
Dr. Charles Litzinger
Dr. Philip Silverman

Historical Context: *Another Perspective*

In 1932, while most Americans were struggling to survive the desolation of the Great Depression, the young woman stepped aboard the waiting ship; leaving behind her family and her country, embracing the inception of an extraordinary quest that would take her across the great expanse of the Pacific Ocean. The twenty-four year old Texan travelled unescorted, which at that time was highly unusual. In the documents that follow, we, as silent spectators, are able to share in her incredible journey in a strange land through her beautifully written letters to her parents back home in Texas. We begin with the reunion of her fiance, their marriage, life as the wife of a wealthy Texas Oil Company (Texaco) superintendent, the onset of World War II, and the subsequent evacuation from a volatile country. The young woman writes with fact-based honesty, mingled with humor and inspiration. An ordinary woman in an unordinary time and place. A historian in her own right. A mother. A grandmother. I would take this opportunity to invite you to share with me, my grandmother, Mildred Saxon McCoy, and her historic eyewitness account of her life and her observations in a time out of her own time. China.

7-94
JM Demas

Student Validation of Primary Source Documents

John A. McCoy

Objectives:

1: To define primary source.
2: To compile a glossary of material considered primary source.
3: To acquire the skills necessary to validate primary sources as accurate, inaccurate, slanted, etc.
4: To acquire the skills necessary to use primary sources in written work, essays, research, research papers, class discussions, group interaction, oral presentations and debates.

LESSON PLANS

Title: Student Validation of Primary Source Documents Grades 6-12

DAYS ONE THROUGH FIVE

History / Social Studies -- Author: John A. McCoy
Bakersfield City Elementary School District, Bakersfield, California

Language Diversity Component

Lesson Plans Prepared by Graduate Students - PLC 651
Department of Policy Studies in Language and Cross Cultural Education
Spring Semester, 1995
College of Education
San Diego State University, San Diego, California

Professor Carmen Sánchez Sadek, Ph.D.

"The goal of the California State Program for Students of Limited English Proficiency is to produce Fluent English Proficient (FEP) students that will function successfully in mainstream English-speaking classes.

Many primary source documents are written in the students' original language - what ever it may be. Also, English translation for those documents are readily available. Many of California's limited English proficient students and their families have been involved with the necessity of migration. A wealth of primary source documents are carefully stored in their homes. Photographs, letters receipts, etc. are all a valid bridge for language development."

INTRODUCTION

The Department of Education of the State of California provides a clear definition of effective instructional programs for English Learners. English Learners are students in grades K-12 who are developing English language skills to become full and successful participants in the educational process through the English language at their corresponding grade level. Usually these students are fluent speakers--and in many instances literate readers and writers--of one or several other languages, none of which is English.

For these students, effective instructional programs that meet legal compliance requirements set in state and federal statutes consist of four basic instructional components:

1. English Language Development (ELD)
2. Specially Designed Academic Instruction in English (SDAIE)
3. Primary Language Instruction (L1), if needed
4. Self Esteem and Positive Self Image; Cross Cultural Component

The daily amount of instructional time devoted to each of the four components indicated above varies according to the English language proficiency levels of the English Learners. In the following pages each instructional component is described in detail. A final chart combines all four into a model school program applicable for each and any grade level. A summary chart specifies the requirements for each component.

English Language Development --- ELD

The goal of the English Language Development component is to help non-English speakers to acquire, learn and develop English language skills, including vocabulary, fluency, and pronunciation.

Acquisition, learning, development and mastery of English occur through stages or levels of language proficiency. These levels are:

(1) Preproduction

(2) Early Production

(3) Speech Emergence

(4) Intermediate Fluency

The ELD classroom requires homogeneous groups of students based on their language proficiency levels. Limited numbers of students sometimes permit combining to consecutive levels in the same class, for example, Early Production and Speech Emergence students. In many cases the classroom is set up so that there is small group instruction based on the proficiency levels of the students.

Teachers create or implement many visual and kinesthetic methods of teaching. The lessons include vocabulary, primarily from core content areas, which students are encourage to speak in active communication practice.

Definitions of proficiency levels, and appropriate teaching strategies and thinking skills for each level appear in the chart following this page.

Specially Designed Academic Instruction in English --- SDAIE

Specially designed academic instruction in English provides opportunities to teach students, and to help them apply, content area concepts using the English language. The key to a successful SDAIE program is how teachers integrate the English Language Development component and the Primary Language (L1) component with SDAIE. Students should have a clear understanding of the content area concepts to be presented in SDAIE through their primary language, if necessary. The English vocabulary to successfully understand and communicate about the concept in SDAIE should be developed and practiced during English Language Development instruction.

Many visuals and kinesthetic activities are used by the teacher. Hands-on instructional activities provide the means to acquire and learn the English language specific to each content area. Students are grouped heterogeneously in small cooperative learning groups. Each group includes all levels of proficiency: from Pre-Production to English-only speakers.

Primary Language Instruction (if needed) --- L1

The goal of the primary language instructional component is to introduce academic or content area concepts using the language the student understands best. Primary language lessons help students succeed in SDAIE lessons and in developing the content area vocabulary in ELD.

Primary language instruction provides a preview of what will be taught or applied in SDAIE and ELD, to give students a head start on conceptual development, the background and vocabulary of the SDAIE and ELD lessons while promoting L1 development and mastery.

For L1 instruction students are grouped according to their respective native languages.

Self Esteem, Positive Self Image / Cross Cultural Component

This component of the curriculum must be interwoven throughout all other components i.e., ELD, SDAIE, and L1. Opportunities to enhance ALL students' positive self-esteem and positive self image as well as cross cultural awareness and pride must be provided at all times.

Each day ALL students will experience learning activities which involve culturally diverse concepts. Teachers will encourage and reinforce students' behaviors with positive comments.

Vocabulary Development -- The Key to Integrating of the Four Instructional Components

Vocabulary development by means of word categories or word sets based on MEANING is the most important component of this entire lesson plan. The entire set of documents that serves as instructional materials for this unit was analyzed, and as many categories as possible were identified. Thus, all new vocabulary appears in the identified sets of words.

The word categories serve another key purpose: Alerting all teachers in charge of integrating this unit through the instructional activities here provided, of the key/new vocabulary to be mastered by students. Teachers, then, should make an extra effort to use the vocabulary in their oral presentations, encourage the use of the vocabulary through student responses, discussions, activities, etc., and post the new vocabulary sets in prominent places so students can refer to the words as they listen, and speak, and read or write.

English/Spanish vocabulary sets are provided. English/Spanish cognates--words with similar spelling, pronunciation and meaning in the two languages--are particularly important in dual-language/immersion bilingual programs.

Vocabulary development demonstrated by the use of new words at the end of the unit constitutes the most important evidence of student learning. No teaching can be defined as successful teaching unless it results in extensive and active vocabulary use on the part of students.

Vocabulary - Migration Unit

Document I - "A"

Related Words from other documents - indicated below

TRANSPORTATION

Actions

to board
to stop
zipping
skipped
to skip
docked
sailed
met the boat
leaving
to dock
we came into sight
cleared away
we went ashore
we landed
to land
landed - "B"
went through
going through
to locate
to arrive
to go on board
to go aboard - "B"
sight-seeing
driving - "B"
to take a trip
to tie up
to fuel
took injections -"I"

Feelings

worth the trip
homesick
to miss

Features

the bank
sea port
traffic

Means

pontoon
ship
river boat
tanker
automobile - "B"
motor sampan - "B"
a Ford - "B"
plane - "I"

Kind

sea voyage
rickshaw ride - "B"
down river trip - "B"

People

passengers
foreigners - "B"
drivers - "B"

Purpose

nosing around - "B"

Souvenirs

picture
  photograph

Communication

telegrams
stack of mail

CLOTHING

Kind

hat
head-dress
suit
robes
velvet slippers
gown
pockets
dress
full dress - "B"
suits - "B"
white serving gown - "B"
clothes - "B"
pants

Action

dolled-up
to wear
wore
dry cleaned - "B"
sew - "B"

COLORS

black
white
gray
yellow
  deep yellow
cream
gold
dark brown
velvety-red
rose
pink
faded
color-blind
henna

BUILDING PARTS

roofs
ceiling
matting floors
supporting pillars
nightinglale floors
home
windows
archways
doorway
threshold of home
upstairs
room
bedroom
floor
deck
downstairs
garden - "B"
two story - "B"
yard - "B"
servants' quarters - "B"
baths - "B"
sun porch - "B"

Material
brick

ARRIVALS - DEPARTURES

to wave
farewell
to greet
greetings
to introduce
welcome
arrived

TIME ELEMENTS

Hour
o'clock 10 minutes away
about four o'clock
at about 2:30 - "B"
the same hour
every minute
at the time
at noon
split second
6 o'clock-"K"

Parts of the Day
that morning
in the morning
at noon
afternoon
sundown
sun just going down
last night
during the night
one night
evening

Parts of Week
the next day all week
spent one day
Friday
Sunday
Tuesday - "B"
yesterday - "B"
Saturday - "K"

Parts of Year
Winter - "B"
Fourth of July
December - "B"
Spring - "B"
Summer - "B"
August
November - "Marriage Certificate 4A"
Fall - "Marriage Certificate 4A"
per month - "B"
years - "B"
for two weeks

Continuous Time
during
until
sometimes
from the time
throughout the time-B
seldom
hundreds of years
several days

Intermittent Time
intervals
shifts
intermission - "B"

Later Time
ancient
after
after awhile
last time
later - "B"
past five years -
"Announcement 1A"

Action
we did just get there
to take place

Early Time
before
long before

RELIGION

Ceremonial Aspects

ceremony
wedding

Buildings & Parts

altar
church
temple
prayer rooms

Sounds

organ music
prayer drums
chanting
Christmas bells

People

priests
minister

Religious Articles

charm
incense
candles

NATIONALITIES

Spanish - "I"
Canadians
Americans
British
Chinese
Japanese
Russian
English
Irish - "B"
Scotch - "B"
Italian - "B"
French - "B"

Types

American style

ENVIRONMENT

Flowers

red roses
dahlias
orchids
chrysanthemums
corsage
leis
mums
blue lacquered lotus blossoms
garlands of flowers

Trees

great trees
maple trees
pines
redwoods
maple trees

NUMBERS

one
two
three
four
fourth - "6A"
seven
ten
fifty-seventh - "6A"
hundreds
millions

COUNTRIES

China
Canada
Japan
United States - "6A"
USA

PLACES

Official Locations

headquarters
Customs
American Consul
Kobe Ward Office - "Support Doc. 6A"

Places of Worship

Choinin Temple
Park of Sacred Deer

Harbors/Bridges

Golden Gate Bridge
Island Sea
Pearl Harbor
Port Arthur- "Marriage Certificate Pg. 10"

CITY/AREA

Honolulu
Los Angeles
Hankow
Shanghai
Nanking
San Francisco
Kyoto
Kobe
Nara
Beijing (Peking)
Wuhu
Louisville - "6A"
Manila - "I"
Hong Kong - "I"

Woosung-"I"
Chapei - "I"
Singapore - "I"
Kiangway district - "I"
northern suburb - "I"
French town "I"
Nanking

STATE

New Mexico
Philadelphia
California
Hawaii
Texas- "4A"
Arkansas - "6A"
Ohio - "6A"

DISTANCES

Proximity

just inside three miles away"I"
near - "B" a two hour ride"I"
nearer /close
up to
eight miles down
farthest - "B"
back a long way - "B"
4 blocks away - "I"

Comparative Relationships

overhead
along the way
down the river
beside
over
from side to side
across
at the gate
eastern - "B"
a rise and fall - "B"
below - "B"
a high level - "B"
back a long way - "B"

CELEBRATIONS

Ways to Celebrate

to gong
to blow
to whistle

Kinds of Celebrations

affair
festival
real show
cabaret
commotion
a blooming thing

Things Used to Celebrate

firecrackers
whistle

FOODS

Meats

roast wild turkey - "B"
chicken - "B"
beef - "B"
shark - "B"
shrimp - "B"
fish - "B"
"Victoria" ham - "B"
meats
Klev cutlets - "B"

Beverages

cocktails - "B"
brandy - "B"
tea - "B"
coffee - "B"

Soups

carrot soup
vegetable soup - "B"
creamed celery - "B"

Fruit

watermelon - "B"
fruits - "B"

Meals

lunch - "B"
supper - "B"
dinner - "B"
treat - "B"

Grains

rice cakes
rice - "B"

Desserts

candied pumpkin - "B"

Food Extras

fixings- "B" preserves - "B"
raisin dressing -"B" almond sauce - "B"

BODY

shaved heads
feet
hands

MINERALS/METALS

stone
bronze
cloisonne

SLEEPING ITEMS

blanket
cot
bed
cushions

WATER

Bodies of Water

river
deep blue sea
jetty
harbor
channel - "B"

Movement

waves - "B"
currents - "B"

Transportation

American destroyer-"I"
sandpans - "B"
boats - "B"
levee - "B"
freighters - "B"
ship - "B"
barges - "B"
tankers - "B"
clipper - "I"
gunboat - "I"

Relationship to Land

shores customs jetty-I
inland port /terminal-I
seawall

PEOPLE

Occupations

superintendent - "1A"
war lord
military guard - "I"
coolies
captain
Purser
priests
Methodist Minister
amah
fireman
gardener
officers
marketing manager
engineer
contractor - "B"
servant
partner in business - "B"
city engineer - "B"
mayor - "B"
vendor - "B"
marketing engineer - "B"
consul - "6A"
citizen - "6A"

refugees - "I"
dependents -"I"
sick and injured "I"
doctor - "I"
volunteer corps - "I"
Commmanding Officer - "J"
Chief steward-"K"
gunner - "8B"

Qualities

a grand person
nice looking
nice
quiet
honest
smartest
well educated
intelligent
famous

Proper Names

Number Ones
the Boy
Missee
Buddha
Diabustu
Grace Johnson -"I"
Herbert - "I"
Mac - "I"

Mildred - "Announcement 1A"
Miss Saxon - "1A"
Alexander - "4A"
McCoy - "1A"
Howard Donovan - "6A"
Jiro Taniguchi - "6A"
Ichiro Suzuki - "6A"
Elsie Precher - "I"

Actions

to grin
to sit
to stand
to manage -"B"
to take charge - "B"
did the job - "B"
took it upon themselves "B

Age

young
old
grown

Groups

a crowd
foreigners

COMMUNICATION

Types

orders
assignments
letter
personal cable

Sources

telegraphs
typewriter
telephone

ART RELATED

Processes

to arrange
to show
sign
to sketch

Qualities

marvelous
lacquered
shining
beautiful
symbol
queer
neat
lovely
gorgeous
shiny
polished
studded
elaborate

Types of Art

woodblocks
paintings
pottery
etchings

NATURAL EVENTS
thunder
wind
typhoon
earthquake
Actions
it did rock - "Doc. I"
swung from side to side "I"

ANIMALS
Pekinese pup
deer
duck
chicken
geese

SOUNDS

Instrumental
organ music
Christmas bells
drums

Celebration Related
commotion
firecrackers

READING/WRITING

Kinds
storybook
descriptions

Actions
to think
to persuade
to exaggerate
to realize
to explain

Types
interesting
inscribed

FAMILY
(Document B)
Members
wife parents -"1A"
son
daughters
children
brother
fiance - "1A"
Actions

to love residing - "1A"
to marry to be born - "6A"
to get married
reared "6A"

MEASUREMENTS
(Document B)
Amounts
whole
chiefly
dozens
much more
mostly

Sizes
huge
larger
narrow
all sizes
deep
wide
six feet
three-inch
a mile

MILITARY

Transportation
gunboat
fleet
Personnel
sailors
officers

WEATHER

frosty - "B"
sunshiny - "B"
clear nights - "B"

RECREATION
(Document B)
Sites
attraction
park

Activities

to play
to entertain
to hop up and down
throwing
to catch a fish
to enjoy
to pop corn
to pay
diving
to have fun
to be excited
square-shooting
to play bridge - "1A"

CHINESE RELATED

bamboo shoots
embroidered silks
porcelain

MARRIAGE

Documents

certificate - "4A"
announcement - "1A"
notification - "6A"
newspaper clipping - "1A"
primary source document - 1A"
support document - "1A"

Actions

married - "1A"
to file - "6A"
to accept - "6A"
to require - "6A"
to confirm - "1A"
united - "6A"
certifies - "6A"

People

bride-elect - "1A"
circle of friends - "1A"
minister - "4A"
pastor - "4A"
witness - "4A"
the parties - "6A"

BUSINESS RELATED

Locations

plant - "J"
British oil terminal - "I"
the company -"J"
property -"I"

RELATED TO WAR

Sounds

distant firing
the firing started
sounded like thunder

War Developments

Shanghai being wrecked
destroying the city
prices soaring
planes started operations over the city
two bombs landed downtown
a bomb couldn't help but kill
orders to evacuate quickly

Places

settlements
sanctuary
war zone

MAJOR BUILDINGS

Park Hotel
apartment
Cathay Hotel
Nanking Theater
American Consulate
Red Cross

WHAT SHIPS DO

fire
return fire
draw away
to go downstream
to go alongside

Appendix B

Primary Sources - A List

Public Documents

congressional records
royal inscriptions
peace treaties
censuses
codes of law
diplomatic correspondence
state documents

Financial Records

bank statement
invoice
ledger (bookkeeping)
requisition
receipt

Private Documents

personal letters
diaries
personal records

Religious Papers

Bible
Koran
Analysis of Confucianism
Islam
hymns
legends
sermon

Sound Recordings

cylinders
disks
tapes
records

Technological Media

Private Papers

family tree
memoir
recollections
reminiscences
research notes
speech

Publications

leaflets
brochure
catalogs
ciucular/flyer
handbook
manual
news clippings
poster
program

Photographic Materials

microfilm
prints

Legal Agreements

certificate
contract
indenture
mortgage
will
meeting agenda
meeting minutes
proceedings

Correspondence

personal letters
diary
journal
appointment book
log (e.g. a ship's log)

Traducción al español
Vocabulario - Unidad de Inmigración
Documento I - "A"
Related words from other documents - indicated below

TRANSPORTATION
LA TRANSPORTACIÓN

Acciones

to board - abordar
to stop - parar
zipping usar la cremallera
to skip - brincar
to dock - entrar en el muelle
docked - entraba en el muelle
sailed - navegaba
met the boat - encontraba el barco
leaving - saliendo
we came into sight - llegamos a la vista
cleared away - dejaron espacio
we went ashore - desembarcamos
to land - llegar, desembarcar
we landed - desembarcamos
went through - atravesar
to locate - localizar
to arrive - llegar
to go on board - abordar
sight-seeing - gozando de la vista
driving - manejando - "B"
to take a trip - hacer un viaje
to fuel - meter la gasolina
tied up - amarrado
took injections - recibió inyecciones - "I"

Feelings - Sentimientos
worth the trip - valía el viaje
homesick - extrañando a la patria
to miss - extrañar

Features - Características

the bank - la orilla
sea port - el puerto
traffic - el tráfico

Means - Modos

pontoon - una lancha
ship - barco
river boat - barco del río
tanker - barco petrolero
automobile - automóvil -"B"
motor sampan - lancha con motor - "B"
plane - un avión - "I"

Kind - Clase

sea voyage - viaje del mar
rickshaw ride - paseo en carreta -"B"
down river trip - viaje del río - "B"

People - La Gente

passengers - los pasajeros
foreigners - extranjeros - "B"
drivers - manejadores - "B"

Purpose - Propósito

nosing around - investigando - "B"

Souvenirs - Recuerdos

picture - una foto
photograph - fotografía

Communication - Comunicación

telegrams - telegramas
stack of mail - pila de cartas

CLOTHING - LA ROPA

Kind - Clase

hat - un sombrero
head-dress - cubierta de cabeza
suit - el traje
robes - los mantos
velvet slippers - chinelas de terciopelo
gown - vestido largo
pockets - los bolsillos
dress - el vestido
full dress - vestirse formalmente - - "B"
white serving gown - vestido blanco de servidora - "B"
clothes - la ropa -"B"
pants - los pantalones

Actions - Acciones

dolled up - vestido de moda
to wear - llevar, usar
wore - llevaba, usaba
dry cleaned - limpiado - "B"
to sew - coser - "B"
to mend - hacer reparaciones

COLORS - LOS COLORES

black - negro
white - blanco
gray - gris
yellow - amarillo
  deep yellow - amarillo oscuro
cream - crema
gold - de oro/dorado
dark brown - cafe oscuro
velvety-red - rojo oscuro
rose - rosado oscuro
pink - rosado
faded - destenido
color-blindo - que no puede distinguir colores

BUILDING PARTS
PARTES DEL EDIFICIO

roofs - techos
ceiling - el techo interior
matting foors - los pisos
supporting pillars - columnas
nightingale floors - pisos elegantes
home - el hogar
windows - las ventanas
archway - el arco del portal
doorway - el portal
threshold of home - vestibulo
upstairs- el piso de arriba
room - el cuarto
bedroom - la recámara
floor - el piso
deck - cubierta, plataforma principal
downstairs - piso de abajo
garden - el jardín - "B"
two story - de dos pisos - "B"
yard - afuera, el patio-"B"
servants' quarters - salones de los servidores - "B"
baths - los baños - "B"
sun porch - patio

Materiales

brick - de ladrillo

ARRIVALS - DEPARTURES
LLEGADAS - SALIDAS

to wave - despedirse
farewell - la despedida
to greet - saludar
greetings - los saludos
to introduce - presentar
welcome - la bienvenida
arrived - llegaron

TIME ELEMENTS
LA HORA, EL DÍA, EL AÑO

Hour - La Hora

about four o'clock - como a las cuatro
10 minutes away - en diez minutos
at about 2:30 - como a las dos y media - "B"
the same hour - la misma hora
every minute - cada minuto
at the time - en ese momento
at noon - al mediodía
split second - un segundo
6 o'clock - a las seis - "K"

Parts of the Day - Partes del Día

that morning - esa mañana
in the morning - por la manana
afternoon - por la tarde
sundown - la puesta del sol
sun just going down - poniendose del sol
last night - anoche
during the night - durante la noche
one night - una noche
evening - la noche

Parts of Week - Partes de la Semana

the next day - el día siguiente
all week - por toda la semana
spent one day - pasó un día
Friday - el viernes
Sunday - el domingo
Tuesday - el martes - "B"
yesterday - ayer - "B"
Saturday - el sábado - "K"

Parts of Year - Partes del Año

Winter - el invierno - "B"
Fourth of July - el cuatro de julio
December - diciembre - "B"
Spring - la primavera - "B"
Summer - el verano - "B"
Fall - el otoño - "4A"
per month - cada mes - "B"
August - agosto
November - noviembre - "4A"

Continuous Time - Tiempo Continuo

during - durante
until - hasta
sometimes - a veces
from the time - desde el tiempo
throughout the time-por todo el tiempo"B"
seldom - raras veces
hundreds of years - cientos de años
several days - varios días

Intermittent Time - Tiempo Discontinuo

intervals - intervalos
shifts - secciones de horas
intermission - intermisión - "B"

Later Time - Más Tarde

ancient - antiguo
after - después
after awhile - después de un rato
last time - la última vez
later - más tarde - "B"
past five years -por cinco años - "1A"

Acciones

we did just get there - acábamos de llegar allí
to take place - tomar lugar

Early Time - Temprano

before - antes
long before - mucho tiempo antes

years-años - "B"
for two weeks - por dos semanas

LA RELIGIÓN

Ceremonial Aspects - Aspectos Ceremoniales

ceremony - la ceremonia
wedding - la boda

Buildings & Parts - Edificios & Partes

altar - el altar
church - la iglesia
temple - el templo
prayer rooms - cuartos de oración

Sounds - Sonidos

organ music - música del órgano
prayer drums - tambores de la oración
chanting - cantando
Christmas bells - campanas de Navidad

People - La Gente

priests - los padres
minister - el pastor

Religious Articles - Cosas Religiosas

charm - encanto
incense - incienso
candles - velas

THE ENVIRONMENT - EL AMBIENTE

Flowers - Las Flores

red roses - rosas rojas
dahlias - las dalias
orchids - orquídeas
chrysanthemums- crisantemos
corsage - pulsera o broche de flores
leis - collares de flores
blossoms - flores jovenes
garlands of flowers - guirnalda de flores

Trees - Arboles

great trees - arboles grandes
maple trees - arboles de arce
pines - los pinos

NUMBERS - NUMEROS

one - uno
two - dos
three - tres
four - cuatro
fourth - el cuarto "6A"
seven - siete
ten - diez
fifty-seventh-cincuenta y séptimo
hundreds - cientos
millions - millones

NATIONALITIES - NACIONALIDADES

Schotch - los escoceses - "B"
Spanish - los españoles - "I"
Canadians - los canadiences
Americans - los americanos
British - los británicos
Chinese - los chinos
Japanese - los japoneses
Russian - los rusos
English - los ingleses
Irish - los irlandeses - "B"

Italian - los italianos - "B"
French - los franceses - "B"

Types - Los Tipos

American style - el estilo americano

(Traducción al español) Page 5

COUNTRIES - PAÍSES

Japan - Japón
United States - los Estados Unidos "6A"

PLACES - LUGARES

Official Locations - Lugares Oficiales

headquarters - la jefatura
Customs - la aduana
American Consul - El Consul Americano
Kobe Ward Office - Oficina Municipal de Kobe - "6A"

Places of Worship - Lugares de Veneracion

Choinin Temple - Templo de Choinin
Park of Sacred Deer - El Parque del Venado Sagrado

Harbors/Bridges - Puertos/ Puentes

Golden Gate Bridge - un puente principal en San Francisco
Pearl Harbor - El Puerto Perla
Port Arthur - El Puerto Arturo - "6A"

DISTANCES - DISTANCIAS

Proximity - La Proximidad

just inside - adentro
three miles away - tres millas de allí - "I"
a two hour ride - un paseo de dos horas -"I"
near/close - cerca - "B"
nearer - más cerca
up to - hasta
eight miles down - ocho millas de allí
farthest - lo mas lejos - "B"
4 blocks away - cuatro cuadras de allí - "I"

Comparative Relationships

overhead - para arriba
along the way - por el paseo
down the river - por el río
beside - al lado de
over - encima de
from side to side - de un lado al otro
across - através de
at the gate - enfrente de la entrada

eastern - al este - "B"
rise and fall - subir y caer "B"
below - abajo - "B"
a high level - un nivel alto - "B"
back a long way - hacia atrás a una larga distancia "B"

FOODS - COMIDAS

Meats - Carne

roast turkey - pavo asado-"B"
chicken - pollo - "B"
beef - carne - "B"
shark - tiburón -"B"
shrimp - camarones - "B"
fish - pescado - "B"
Victoria ham - jamon Victoriano"B"
cutlets - coteletas - "B"

Beverages - Bebidas

cocktailes - cocteles - "B"
tea - el te - "B"
coffee - el cafe - "B"

Soups - Sopas

carrot soup- sopa de zanahorias
vegetable soup-sopa de vegetales- "B"
creamed celery- apio cremado -"B"

Fruit - Frutas

melon - melón - "B"

Meals - Comidas

lunch - el almuerzo - "B"
supper - la cena - "B"
dinner - la cena - "B"
treat - comida especial - "B"

Grains - Granos

rice cakes - pasteles de arroz
rice - arroz - "B"

Desserts - Postres

candied pumpkin - pastel de calabaza

Food Extras - Comida Extra

preserves - mermelada
almond sauce-salsa de almendra

BODY - EL CUERPO

shaved heads - cabezas afeitadas
feet - los pies
hands - las manos

MINERALS/METALS
MINERALES/METALES

stone - de piedra
bronze - de bronce

SLEEPING ITEMS
COMODIDADES

blanket - las mantas
cot - un catre
bed - la cama
cushions - los cojines

WATER - EL AGUA

Bodies of Water - Cuerpos de Agua

river - el río
deep blue sea - el mar azul y profundo
jetty - el muelle
harbor - el puerto
channel - el canal - "B"

Movement - Movimiento

waves - las olas - "B"
currents - las corrientes - "B"

Transportation - Transportación

American destroyer - barco militar americano
sandpans - lanchas - "B"
boats - barcos - "B"
levee - barco de carga - "B"
freighters - barcos de carga - "B"
ship - el barco - "B"
barges - clase de barco de carga - "B"
tankers - barcos petroleros - "B"
clipper - barco - "I"
gunboat - barco militar armado- "I"

Relationship to Land - Relacionamiento a la Tierra

shores - las orillas
customs jetty - muelle de la aduana - "I"
inland port - puerto interior
terminal - un puerto - "I"
seawall - una pared protectora del mar

PEOPLE - LA GENTE

Occupations - Trabajos

superintendent-superintendente-"1A"
war lord - guerrero
military guard - guardia militar -""I"
coolies - trabajadores
captain - capitan
purser - marinero
priests - padres
Methodist Minister -pastor cristiano
fireman - bombero
gardener - jardinero
officers - oficiales
marketing manager-gerente de avisos
engineer - ingeniero
contractor - contratista - "B"
servant - sirviente
partner in business-companero de negocios
city engineer-ingeniero municipal "B"
mayor - el alcalde - "B"
vendor - el vendedor - "B"
marketing engineer - ingeniero de avisos-"B"
consul - consul - "6A"
citizen - ciudadano - "6A"
refugees - refugiados - "I"
dependents - dependientes - "I"
sick and injured-los enfermos y heridos"I"
doctor - el médico - "I"
volunteer corps -grupo voluntario-"I"
Commanding Officer - Oficial Ejecutivo "J"
Chief steward - camarero - "K"
gunner - el que dispara "8B"

Actions - Acciones

to grin - sonreír
to sit - sentarse
to stand - ponerse de pie
to manage - manejar - ' B"
to take charge - tomar control "B"
did the job - hizo el trabajo - "B"
took it upon themselves -
tomaron la responsabilidad - "B"

PEOPLE - LA GENTE

Age - La Edad

young - joven
old- viejo
grown - ya crecidos

Groups - Grupos

a crowd - un gentío
foreigners - los extranjeros

LA COMUNICACIÓN

Types - Los Tipos

orders - las órdenes
assignments - las asignaturas
letter - una carta
personal cable - telegrama personal

Sources - Fuentes

telegraphs - telégrafos
typewriter - máquina de escribir
telephone - teléfono

ART RELATED - RELACIONADO AL ARTE

Processes - Procedimientos

to arrange - arreglar
to show - mostrar
to sign - firmar
to sketch - dibujar

Qualities - Calidades

marvelous - maravilloso
lacquered - pintado
shining - brillando
beautiful - hermoso
symbol - símbolo
queer - raro, extraño
lovely - bonito
gorgeous - bello
polished - lustrado
shiny - brillante
studded - adornado
elaborate - elaborado

Types of Art - Clases de Arte

paintings - pinturas
pottery - las cerámicas
etchings - dibujos
woodblocks - bloques de madera

NATURAL EVENTS - EVENTOS NATURALES

thunder - el trueno
wind - el viento
typhoon - ciclón
earthquake - un terremoto

Acciones

it did rock - temblaba mucho- "I"
swung from side to side - se mecía de un lado al otro - "I"

ANIMALES

pup - perrito
deer - venado
duck - un pato
chicken - pollo
swan, geese - cisnes

SOUNDS - SONIDOS

Instrumental

organ music - música del órgano
Christmas bells-campanas de Navidad
drums - tambores

Relacionado a la Celebración

commotion - ruido
firecrackers - cojetes

READING/WRITING LEYENDO/ESCRIBIENDO

Kinds - Clases

storybook - cuentos
descriptions - descripciones

Acciones

to explain - explicar
to think - pensar
to persuade - persuadir
to exaggerate - exagerar
to realize - darse cuenta de

Types - Tipos

interesting-interesante
to inscribe-inscribir

FAMILY

(Document B)

Members - Miembros

wife - esposa
son - hijo
daughters - hijas
children - hijos
brother - hermano
fiance - novio/novia - "1A"
parents - padres "1A"

Acciones

to love - amar
to marry - casarse
to get married - casarse
reared - crecidos - "6A"
residing - viviendo - "1A"
to be born - nacer - "6A"

MEASUREMENTS - MEDIDAS

(Document B)

Amounts - Cantidades

whole - entero
chiefly - principalmente
dozens - docenas
much more - mucho mas
mostly - principalmente

Sizes - Tamanos

huge - gigante
larger - mas grande
narrow - estrecho
all sizes - todos los tamanos
deep - profundo
wide - ancho
six feet - seis pies
three-inch - tres pulgadas
a mile - una milla

MILITARY

Transportación

gunboat - barco militar armado
fleet - grupo de barcos

Personnel - Empleados

marineros
officers - oficiales

WEATHER - EL CLIMA

frosty - helado - "B"
sunshiny - soleado - "B"
clear nights - noches claras - "B"

LA RECREACION

(Document B)

Sites - Lugares

attractions - atracciones
park - el parque

Activities - Actividades

to play - jugar
to entertain - entretener
to hop up and down - brincar
throwing - tirando, echando
to catch a fish - recoger un pescado
to enjoy - gozar
to pop corn - hacer las palomitas
to pay - pagar
diving - buseando
to have fun - divertirse
to be excited - estar entusiasmados
square-shooting - pegando el blanco con la pistola
to play bridge - jugar con los naipes - "1A"

RELACIONADO A CHINA

bamboo - el bambú
embroidered silks - sedas bordadas
porcelain - porcelana

MARRIAGE - EL MATRIMONIO

Documentos

certificate - certificado - "4A"
announcement - anuncio - "1A"
notification - la notificación - "6A"
newspaper clipping - artículo del periódico - "1A"
primary source document - documento principal - "1A"

Acciones

married - casado - "1A"
to file - archivar - "6A"
to accept - aceptar - "6A"
to require - requerer - "6A"
to confirm - confirmar - "1A"
united - unidos - "6A"
certifies - certificar - "6A"

People - La Gente

bride-elect - la novia - "1A"
circle of friends - circulo de amigos - "1A"
minister - pastor - "4A"
witness - testigo - "4A"
the parties - los diferentes grupos - "1A"

BUSINESS RELATED RELACIONADO A LOS NEGOCIOS

Locations - Lugares

plant - la fábrica - "J"
British oil terminal - puerto británico petrolero -"I"
the company - la compañía -"J"
property - la propiedad - "I"

Documento "I"

RELATED TO WAR
RELACIONADO A LA GUERRA

Sounds - Sonidos

distant firing - el disparar a lo lejos -"I"
the firing started - el disparar empezaba - "I"
sounded like thunder - sonaba como trueno - "I"

War Developments - Resultados de la Guerra

being wrecked - siendo destruído
destroying the city - destrozando la ciudad
prices soaring - precios subiendo
planes started operations over the city -
los aviones empezaban operaciones sobre la ciudad
two bombs landed downtown - dos bombas explotaron en el centro
a bomb couldn't help but kill - una bomba no podría hacer otra cosa que matar
orders to evacuate quickly - órdenes para evacuar rápidamente

Places - Lugares

settlements - los caseríos, establecimientos
sanctuary - el santuario
war zone - zona de la guerra

WHAT SHIPS DO
LO QUE HACEN BARCOS

Acciones

to fire - disparar
to return fire - devolver los disparos
to draw away - retirarse
to go downstream - navegar por el rio
to go alongside - pasear al lado

The Lesson Plan

Title: Student Validation Of Primary Source Documents
Grade Level: Students - grades 6-12
Unit Length: Five Days

Lesson I: Day One

***Objective 1:* To define primary source.**

A. Teacher will introduce students to the concept of primary sources. Appendix A: "An Introduction to Sources for the Study of History" may be duplicated for student use.

***Objective 2:* To compile a glossary of material considered primary source.**

A. Students will compile a class glossary of materials they consider to be primary sources. Teacher may refer to, or duplicate, Appendix B: "Primary Sources - A List".

LESSON PLANS
Title: Student Validation of Primary Source Documents Grades 6-12

DAY ONE

History / Social Studies -- Author: John A. McCoy

Objective 1 -- To define primary source

A. Teacher will introduce students to the concept of primary source. Appendix A: "An Introduction to Sources for the Study of History" may be duplicated for student use.

Objective 2 -- To compile a glossary of material considered primary source.

A. Students will compile a class glossary of materials they consider to be primary sources. Teacher may refer to, or duplicate, Appendix B: "Primary Sources - A List"

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Pre-Production

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.

Early Production

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.
3. Show students immigration records--passport, visa, and other primary source documents named in Appendix B (Vocabulary List.) Develop a "talking chart" showing when and where they are needed.

Speech Emergence

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.
3. Show students immigration records--passport, visa, and other primary source documents named in Appendix B (Vocabulary List.) Develop a "talking chart" showing when and where they are needed.
4. Using documents presented in this Unit, students write down information contained in records.

Intermediate Fluency

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.
3. Show students immigration records--passport, visa, and other primary source documents named in Appendix B (Vocabulary List.) Develop a "talking chart" showing when and where they are needed.
4. In cooperative groups, students create fictitious characters and primary source documents for him/her, including passport and itinerary. Students map his/her travel routes.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH -- Lesson Plans

Day One - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 1: Using Supporting Documents 22K (a), (b), (c), and Support Documents 23K, and 24K, the students will find on a map the locations of the cities mentioned. Define the latitude and longitude of each city. Vocabulary List: Places - Cities, Water - Transportation.

Language Arts:

Objective 1: The students will address the main itinerary of the trip--Document I -"A", p.1,
Refer to Vocabulary List: Places, Environment, Foods, Celebrations, Religion.
Refer to Visuals -- Hawaii, Japan.

Math:

Objective 1: Using Support Document 3A, p.9, Table of Mileage, students will recognize the difference between a mile and a nautical mile by calculating distance using the conversion: 1 nautical mile = 1 1/8 land miles. Refer to Vocabulary List: Numbers, Measurements.

Science/Health:

Objective 1: Students will learn about their own primary source document, i.e. immunization card, through discussion of required immunization for travel-- Miscellaneous Support Document 1 pages 54-58. Refer to Vocabulary List: Transportation.

Music:

Objective 1: Students will be introduced to one type of jazz music using the recordings of Billie Holiday--a jazz singer from the 1930's and 1940's. Students, in cooperative groups, will list instruments they are familiar with and note which ones they hear in the recordings. Vocabulary List: Sounds - Instrumental, adding instruments heard in music.

Fine Arts:

Objective 1: Show slides and pictures of flowers and flora. Students will demonstrate knowledge of different types of flowers by sorting and classifying pictures of flowers. Refer to Visuals: Flowers.
Vocabulary List: Environment, Flowers, Colors.

Physical Education:

Objective 1. Students will participate in aerobics activities designed to enhance cardiovascular fitness. Students will "relive" the trip taken by Ms. Saxon-- Document I -"A" -- by participating in an activity which requires them to move from one center to another, performing an activity in each center. The centers will be based on areas or methods of transportation--Vocabulary List: Transportation. Students will pull a slip of paper from a container in each center, and will perform the activity written in that paper. Example: "Your ship has encountered a storm 4 days out of Hawaii. You get terribly sea sick. Do 10 situps." The activity can be as long or as short as desired by creating more centers.

Lesson II: Day Two

Objective 3: ***To acquire the skills necessary to validate primary sources as accurate, inaccurate, slanted, etc.***

A. Student or teacher may present Primary Source Document (PSD) I-"A" - "KOBE, JAPAN, 1932".
   (1) Discussion - Students are to determine if PSD I-"A" is a primary source.
   (2) Discussion - Students will rate reliability of PSD I-"A" (Teacher: see Appendix A: subheading, "Interpretation of Primary Sources").

B. Students will study support documents 1-6.
   (1) Students will match support documents 1-6 to statements in PSD I-"A".
   (2) After matching documents, students will determine if support documents 1-6 strengthen or weaken PSD I-"A".
   (3) Students will determine if any of support documents 1-6 are themselves primary sources. If needed, add to class glossary. (See **Lesson I** - ***Objective 2***A).

C. Teacher may use worksheet for PSD I-"A" in class or as a homework assignment. PSD I-"A" vocabulary, geography, and discussion prompts are included. Map may be duplicated for use by students to trace migration from Texas as well as geographical locations mentioned in PSD I-"A".

LESSON PLANS
Title: Student Validation of Primary Source Documents Grades 6-12

DAY TWO

History / Social Studies -- Author: John A. McCoy

Objective 3 -- To acquire the skills necessary to validate primary sources as accurate, inaccurate, slanted, etc...

A. Student or teacher may present Primary Source Document (PSD) I-"A" - "KOBE, JAPAN, 1932". (1) Discussion - Students are to determine if PSD I-"A" is a primary source., (2) Discussion - Students rate reliability of PSD I-"A" (Teacher: see Appendix A: subheading, "Interpretation of Primary Sources").

B. Students will study support documents 1-6. (1) Students will match support documents 1-6 to statements in PSD I-"A". (2) After matching documents, students will determine if support documents strengthen or weaken PSD I-"A". (3) Students will determine if any of support documents 1-6 are themselves primary sources. If needed, add to class glossary (See Lesson I - Objective 2A).

C. Teacher may use worksheet for PSD I-"A" in class or as a homework assignment. PSD I-"A" vocabulary, geography, and discussion prompts are included. Map may be duplicated for use by students to trace migration from Texas as well as geographical locations mentioned in PSD I-"A".

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Contrasting pictures of Japanese village life and city life will be presented. These pictures will include religious buildings such as temples, shrines and statues. They will also include people, their dress and customs found in a small village as well as in a large city. The pictures will also include natural and physical scenes of the environment of village and city. These pictures can be obtained from the National Geographic magazine, postcards, books, photographs from this Unit, etc.

Pre-Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students point and identify the same objects, people and places mentioned by teacher.

Early Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students, organized as partners, match English word cards to the objects, people, and places in the pictures. The partners will assess each other's performances.

Speech Emergence

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students will write descriptive sentences about one of the pictures of their choice and then read the sentence aloud (Additional vocabulary from Vocabulary List: Colors, Qualities, etc.)

Intermediate Fluency

1. Same as above. Students read selected sentences from Unit Documents that contain vocabulary.
2. Students, in cooperative groups, write paragraph/story as if they were writing a journal entry after visiting one of the pictorial scenes in a picture of the group's choice.

Day Two - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 2: Geography--Of the cities mentioned in Day One, students determine why cities are located where they are, and explain the advantages and disadvantages of the location. Refer to Vocabulary List: Water - Relationship to Land, and People - Occupations.

Language Arts:

Objective 2: The students retell the story by making an illustrated book in cooperative groups using the information from Document I -"A", pages 2, 3, 4. Vocabulary List: Religion, Reading and Writing.

Math:

Objective 2: Using Support Document 3A on p.9, students will calculate the distance from one city to another in miles, and then convert to nautical miles. Cooperative groups will be used for this activity. Students will be presented with other conversions, i.e., temperature.

Science/Health:

Objective 2: Students will learn about flowers and their uses. Document I -"A", pp 1, 2.
Compare and contrast the plants from China to the plants from the U.S.

Fine Arts.

Objective 2: Students will illustrate flowers of Hawaii using Georgia O'Keefe prints as models. Teacher will guide students through the drawings of various flowers.

Physical Education:

Objective 2: Students will participate in an activity which promotes flexibility, eye/hand coordination, and cardiovascular fitness.

Students will participate in "four square" games with rubber balls. The games may be organized into a tournament, if desired. The squares are named after locations from Ms. Saxon's trip, i.e., New Mexico, California, Honolulu, Japan, etc., and the goal is to arrive at the destination square.
The objective of the game is to advance to the best square by hitting the ball in such a manner that it lands in another person's square but they are unable to return it into another square. Vocabulary List: Places.

Lesson III: Day Three and Four

Objective 3: "continued"

A. Students read PSD I-"B" - "HANKOW, CHINA, November 29, 1932" and examine support documents 7-11. Students will continue reliability discussions as outlined in **Lesson II - Day Two**.

B. Students will examine PSD I-"I" - "MANILA, P.I., Wednesday, August 25, 1937" and support documents 12-14.

C. Teacher will direct students to read PSD I-"J" - "MANILA, P.I., September 1, 1937" and support documents 15-16.

D. Assign study of PSD I-"K" - "COLOMBO, February 7, 1938" and attached support documents.

E. Examine photograph documents and match to statements in PSD I-"B"; I-"I"; I-"K".

F. Instructor will apply vocabulary supplements for PSD I-"B"; I-"I"; I-"J"; I-"K" as needed.

G. Instructor will direct students to use maps in a timely manner.

H. Students shall rank reliability of PSD I-"A" through I-"K".

DAY THREE

History / Social Studies -- Author: John A. McCoy

Objective 3: "continued"

A. Students read PSD I-"B" - "HANKOW, CHINA, November 29, 1932" and examine support documents 7-11. Students will continue reliability discussions as outlines in Lesson II - Day Two.
B. Students will examine PSD I-"I" - "MANILA, P.I., Wednesday, August 25, 1937" and support documents 12-14.
C. Teacher will direct students to read PSD I-"J" - "MANILA, P.I., September 1, 1937" and support documents 15-16.
D. Assign study of PSD I-"K" - "COLOMBO, February 7, 1938" and attached support documents.

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Contrasting pictures of Chinese village life and city life will be presented. These pictures will include religious buildings such as temples, shrines and statues. They will also include people, their dress and customs found in a small village as well as in a large city. The pictures will also include natural and physical scenes of the environment of village and city. These pictures can be obtained from the National Geographic magazine, postcards, books, photographs from this Unit, etc.

Pre-Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students point and identify the same objects, people and places mentioned by teacher.

Early Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students, organized as partners, match English word cards to the objects, people, and places in the pictures. The partners will assess each other's performances.

Speech Emergence

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students will write descriptive sentences about one of the pictures of their choice and then read the sentence aloud (Additional vocabulary from Vocabulary List: Colors, Qualities, etc.)

Intermediate Fluency

1. Same as above. Students read selected sentences from Unit Documents that contain vocabulary.
2. Students, in cooperative groups, write paragraph/story as if they were writing a journal entry after visiting one of the pictorial scenes in a picture of the group's choice.
Students read silently as teacher reads aloud selected descriptive paragraphs from Unit Documents.

Day Three - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 3: History of China--Using the Primary Source Documents I -"B", p.15, the students will write about the geography, climate and daily life in 1932 China. Vocabulary List: Weather, Recreation, Chinese Related, Celebrations, Occupations. Refer to Visuals: China. Refer also to Primary Source Document I -"I", pp. 26, 27.

Language Arts:

Objective 3: The students will retell the story by making an illustrated book about China after shared reading from Document I -"B", pp. 17-17. The students will share their books with elementary school students. Vocabulary List: Recreation, Chinese Related, People - Proper Names.

Math:

Objective 3: Review chart in Support Document 3A and place information in graphic form, i.e. pictographs like pie chart, bar graph, line graph, etc. Students work in cooperative groups. Present to class.

Science/Health:

Objective 3: Students will compare and contrast plants and flowers mentioned in Document I -"A", pp.1, 2, to plants and flowers found in the U.S. Vocabulary List: Environment, Flowers, Trees.
Refer to Visuals: Flowers.

Music:

Objective 3: Using pictures of people arriving and departing in Hawaii, at airport or harbor, students will be able to define the Hawaiian word "Aloha" and other vocabulary words from song. After learning words through related visuals, students will sing "Farewell to Thee" in English and "Aloha Oy" in Hawaiian.

Fine Arts:

Objective 3: Students will select a flower from Hawaii to illustrate using O'Keefe's method presented on Day Two. Vocabulary List: Environment, Flowers, Colors.

Physical Education:

Objective-- Students will participate in an activity which promotes flexibility, eye/hand coordination, and cardiovascular fitness. Specific skills of catching and throwing balls will be used.
Students will participate in "dodge ball" games using large rubber balls. The balls will be named "bombs" by reminding the students of the readings they have been examining that day, especially Primary Source Document I -"I", pp.26, 27. Vocabulary List: Military.

DAY FOUR

History / Social Studies -- Author: John A. McCoy
Objective 3: "continued" (continuation of DAY THREE Lesson Plan)

E. Examine Photograph documents and match to statements in PSD I-"B"; I-"I"; I-"K".
F. Instructor will apply vocabulary supplements for PSD I-"B"; I-"I"; I-"J"; I-"K" as needed.
G. Instructor will direct students to use maps in a timely manner.
H. Students shall rank reliability of PSD I-"A" through I-"K".

English Language Development (ELD)
Specific Vocabulary from Vocabulary List (Sets)

Pre-Production

1. Using disk player, students will view geographical features of Hawaii. Students will explore relief map. Pictures will be used to generate talking chart, incorporating words from Vocabulary List: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.

Early Production

1. Using disk player, students will view geographical features of Hawaii. Students will explore relief map. Pictures will be used to generate talking chart, incorporating words from Vocabulary List: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.
2. Students will draw and label maps with physical features using appropriate vocabulary from talking chart. Students will identify physical features in Support Documents 21K (p. 42) and 23 K (p. 45) of Unit.

Speech Emergence

1. Using disk player, students will view geographical features of Hawaii. Students will explore relief map. Pictures will be used to generate talking chart, incorporating words from Vocabulary List: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.
2. Students will draw and label maps with physical features using appropriate vocabulary from talking chart. Students will identify physical features in Support Documents 21K (p. 42) and 23 K (p. 45) of Unit.
3. Students view movie about Hawaii and generate word lists or labels of what they saw.

Intermediate Fluency

1. Students view movie about Hawaii, and in cooperative groups check words from Vocabulary List corresponding to items seen and heard in movie. (Sets: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.)
2. Teacher reads aloud, and students read silently along, selected sections of Unit Documents related to Hawaii. Students write paragraph about Hawaii using words from Vocabulary List.

Day Four - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 4: History of Hawaii. Using Primary Source Documents and maps presented in this Unit, the students will discuss the reasons why Pearl Harbor became known world wide and share their ideas. Refer to Vocabulary List: Places, Harbors/Bridges, Cities/Areas, States, Related to War.

Language Arts:

Objective 4: The students will compare and contrast Ms. Saxon's migration, as described in Document I - "A" and Document I -"B", with stories of migrations/immigration with which they are familiar. Teacher and students develop a "talking chart." Refer to Vocabulary List: Religion, Reading and Writing, Recreation, Chinese Related, and People - Proper Names.

Math:

Objective 4: Food prices/Inflation. Refer to Miscellaneous Support Document 5, pp. 62, 63. Students look at what food cost then, compare same items to cost today. Calculate % increase over the years. Illustrate using pictograph, if enough time.

Science/Health:

Objective 4: Using the foods presented in the different documents in the Unit, students are introduced to the food pyramid. Vocabulary List: Foods

Fine Arts:

Objective 4: Students will paint flower illustrations using water coloring brush technique.

Physical Education:

Objective 4: Students will participate in an aerobic activity which promotes cardiovascular fitness, flexibility, and eye/hand coordination.

Students will participate in an activity of their choice. The activity selected by the students must be one of the activities from earlier in the week. They will be required to change the activities in a variety of ways. For example:

1. Reliving Ms. Saxon's trip: Students create own obstacles and exercises. Vocabulary List: Transportation and Actions.
2. Four Square: Students create own place names. Vocabulary List: Places.

Lesson IV: Day Five

Objective 4: ***To acquire the skills necessary to use primary sources in written work, essays, research, research papers, class discussions, group interaction, oral presentations and debates.***

A. Discuss use of primary sources with the following:

1. Daily written work
2. Essays
3. Class discussion
4. Cooperative learning
5. Debates
6. Research

B. Students are directed to skim textbook and select three (3) topics that lend themselves to primary source documentation.

C. Follow up - Encourage all students to be aware that events occurring around them will be primary source documents in their future. Primary source documents and their use should become an integral component of all history students' curriculum.

See Appendix C for address and telephone numbers to obtain access to primary sources.

Assessment:

Students (single, pair, group) will develop their own lesson using primary sources that specifically document the power of war, economics (a better way of life), or the desire for freedom to cause migration. Furthermore, the student generated lesson will focus the effects of migration on those individuals choosing to migrate. (For example, see Rwanda, Cuba, Mexico, China, Haiti, or any Central American nation/states).

Each individual teacher will determine the method of student presentation; i.e. document package, oral, written, etc.

Final evaluation may be student or teacher generated.

LESSON PLANS
Title: Student Validation of Primary Source Documents Grades 6-12

DAY FIVE

History / Social Studies -- Author: John A. McCoy

Objective 4: To acquire the skills necessary to use primary sources in written work, essays, research, research papers, class discussions, group interaction, oral presentations and debates.

A. Discuss use of primary sources with the following: (1) Daily written work. (2) Essays. (3) Class discussion. (4) Cooperative learning. (5) Debates. (6) Research.

B. Students are directed to skim textbook and select three (3) topics that lend themselves to primary source documentation.

C. Follow-up - Encourage all students to be aware that events occurring around them will be primary source documents in their future. Primary source documents and their use should become an integral components of all history students' curriculum. See Appendix C for addresses and telephone numbers to obtain access to primary sources.

English Language Development (ELD)
Specific Vocabulary from Vocabulary List (Sets)

Pre-Production

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with written labels underneath. Students mark their bingo sheets with vocabulary words written in squares in different orders.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China, and label the different foods. Refer to foods in Miscellaneous Support Document 5.

Early Production

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with the written labels underneath. Then, to play game, teacher shows pictures of words without the written labels underneath. Students mark their bingo sheets with vocabulary words written in squares in different orders.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China, and label the different foods. Refer to foods in Miscellaneous Support Document 5.

Speech Emergence

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with the written labels underneath. Then, to play game, teacher shows pictures of words without the written labels underneath. Students call out the word expressed in the picture. Students mark their bingo sheets with vocabulary words written in squares in different orders.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China, and label the different foods. Students present their meals orally to the class. Refer to foods in Miscellaneous Support Document 5.

Intermediate Fluency

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with the written labels underneath. Then, to play game, teacher shows pictures of words without the written labels underneath. Students call out the word expressed in the picture. Students mark the bingo sheets they created themselves with vocabulary words written in squares in different orders. To mark a word, student must use it in a sentence.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China and label the different foods. Students present their meals orally to the class. Refer to foods in Miscellaneous Support Document 5.

Day Five - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 5: Students will demonstrate the skills necessary to validate primary source documents as accurate, inaccurate, objective, subjective, even-handed, prejudiced, biased, etc., by underlining or color coding selected sentences in primary source documents in this Unit. Vocabulary List: Marriage - Documents, Reading / Writing.

Language Arts:

Objective 5: The students will create a fictitious story of immigration using a variety of pictures and primary source documents--both provided by students or created by students.

Math:

Objective 5: Students plan an inventory of food needed for voyage and costs for that time period. Vocabulary List: Foods

Science/Health:

Objective 5: In cooperative groups students will design their own food pyramid choosing the foods from the Unit and then discuss areas of nutritional deficiencies. Vocabulary List: Foods.

Music:

Objective 5: Students review vocabulary of the songs "Farewell to Thee" and "Aloha Oy." Teacher will model basic hula steps and students demonstrate basic hula dance while singing above songs.

Fine Arts:

Objective 5: Students will make fresh flower leis to be used for "Aloha Oy" performance. Vocabulary List: Clothing, Celebrations - Kinds of Celebrations, Body.

Physical Education:

Objective 5: Students will participate in an aerobic activity which promotes cardiovascular fitness, and flexibility.

Students will participate in a "hula" dance after reviewing the materials on Hawaii. Refer to Visuals: Hawaii. Students will make their own grass skirts and leis--made in Fine Arts class-- and will participate in free form hula dancing after having it modeled by the teacher.

Language Diversity Component (Five levels)

(1) Preproduction (Non-English)

(2) Early production

(3) Speech emergence

(4) Intermediate

(5) Advanced

The goal of the California State Program for Students of Limited English Proficiency is to produce Fluent English Proficient (FEP) students that will function successfully in mainstream English-speaking classes.

Many primary source documents are written in the students' original language - what ever it may be. Also, English translation for those documents are readily available. Many of California's limited English proficient students and their families have been involved with the necessity of migration. A wealth of primary source documents are carefully stored in their homes. Photographs, letters, receipts, etc. are all a valid bridge for language development.

Secondary Sources:

Reference Book: Foreign Relations of the United States

Specific Subject Book: Panay Incident
Hamilton Darby Perry
Macmillan, 1969

Seedtime of the Republic: Clinton Rossiter

Self Esteem Component: Adjectives and actions to be performed by students.

1. Responsible -- Keeps Unit materials organized.
   Completes assigned class work and home work on time.
   Can state and explain work in progress every day during entire Unit.
2. Personable -- Student shares ideas on migration from his/her won experience.
   Student uses good eye contact while listening to others' ideas.
   Student shares with others his/her opinions, materials, ideas.
3. Competent -- Names all flowers based on sketches of fellow students.
   Convert today's temperature from Fahrenheit to Celsius.
   Names major bodies of water of Japan.
4. Admired -- Always helpful--not a show-off--to others when they are struggling.
   Sets a good example by using always positive adjectives with others.
   Others always claim this person's work is his/her best ever.
5. Trusting -- Works well with other students.
   Peers always fulfill their commitments to this person.
   Always cooperates and helps others by responding to peers' requests for assistance.
6. Dedicated -- Masters all vocabulary words related to geography.
   Completes all work assigned by the teacher.
   Always provides suggestions for additional projects at the end of a unit.
7. Courteous -- When working in cooperative groups, always thanks peers for their ideas.
   Always asks his/her peers how can he/she provide needed assistance.
   Always makes requests from others using questions instead of commands or demands.
8. Thoughtful -- If new student arrives, this person volunteers to be "buddy" making new arrival welcome.
   Communicates class and homework to students who are absent.
   Keeps track of audiovisual materials so teacher can use them with ease in teaching.
9. Self-controlled -- Stays on class/group tasks and teacher never calls him/her to order.
   If others cause him/her stress, keeps his/her cool by speaking soft and gentle.
   Can always repeat instructions given by teacher.
10. Participative -- Joins cooperative groups without explicit request from teacher.
    Always raises hand when volunteers are called.
    Brings from home all requested items or information regarding this Unit.
11. Supportive -- Follows class rules and instructions for this Unit.
    Has positive words for all students in cooperative groups throughout task.
    Remind other students of specific assignments so overall project is successful.
12. Open minded -- Listens to others and only forms judgment or opinion after hearing all sides.
    Participates in unfamiliar activities without hesitation.
    Accepts others' opinions as genuine contributions to the success of the task.
13. Cooperative -- Always insures that everyone in group has opportunity to speak.
    Verbally expresses two divergent views and states a possible middle ground.
    Insures all materials needed for groups work are readily available to share.
14. Sensitive -- Tries to help others who may be feeling down by asking "Do you want to tell me what is wrong?" "How can I make you happy?"
    Expresses true appreciation for the help received with appropriate expressions.
    Verbalizes for others what frustrates them, or make them irritable or happy or sad.
15. Hopeful -- Student will be in charge of planning future activities, like fund raisers, etc.
    Student will research how can creative projects suggested by others can be carried out.
    Student proposes solutions to all difficult social/personality problems in class.
16. Self-directed -- Student researches primary documents from own family and begin a personal history.
    Student helps develop an aerobic activity to teach during physical education.

Student volunteer to develop a scrapbook containing pictures of the different flowers studied and from the areas traveled in the Unit. Student labels pictures.

17. Creative -- Able to see many uses for their illustrated books.
Expresses self through a number of mediums as demonstrated by Unit requirements.
Thinks and expresses multiple ways to solve problems.

18. Efficient -- Completes Unit work neatly.
Stays on task by preparing own schedule.
Uses materials conservatively, never wasting or throwing paper.

19. Capable -- Student is able to stay on task independently and when cooperating.
Reminds students of class rules and directions to follow for assignments.
Student offers guidance and models how to do assignments when others request it.

20. Patient -- Traces outline of map of China slowly without lifting pen from paper.
Sorts and classifies pictures of flowers, expressing criteria for classification.
Keeps vocabulary box with all new words to use in describing experiences.

21. Understanding -- Can express the strong and weak points of each classmate.
Works with others to overcome their weak points.
Requests assistance from others who have specific strong points.

22. Diligent -- Is the first to arrive to class every day.
First to complete assignments, and does them well.
Always turns in extra work not assigned by the teacher.

23. Conscientious -- Revises own work and others' work to insure is well done.
Uses positive vocabulary to encourage others to participate.
Offers his/her help to others without their request.

24. Hard working -- Student works slowly but with extreme care aiming for perfection, neatness, etc.
Student frames, decorates his/her work for better presentation.
Student stays after class or after school to help teacher or other students.

25. Discriminating -- Demonstrates ability to identify similarities and differences.
Recognizes positive and negative behaviors.
Verbalizes the positive and negative consequences of actions.

26. Analytical -- Demonstrates ability to identify primary source documents to be used for specific task.
Has ability to analyze others' past experiences and relate them to his/her own experience.
Expresses how cultures may be similar or different.

27. Persistent -- Always expresses interest in the task at hand and is happy to do it.
Repeats work done to improve it.
Makes time every day to review vocabulary words with a friend.

28. Practical -- Applies classroom learning to present day situation at home and school.
Solves problems in a reasonable manner.
Has skills to organize tasks and peers to do assigned work.

29. Proud -- Accepts responsibility for actions.
Expresses positive qualities about self and gives examples of pertinent actions taken.
Expresses confidence in successful future endeavors.

Multicultural Component: Suggested Activities

1. When you go to a different place, you will do whatever it takes to do whatever it is you usually do in your own country and culture. What "traditions" would you (have you) and your family maintain(ed) if (since) you went to a different country?

2. Reasons for migrating. What are the reasons for migrating to a different country (or state)?
   Personal stories: Make a book
   What can the migration experience be like?

3. Enlightening / Uplifting stories of migration experiences.
   Read and report, or write your own.

4. Different kinds of migrations: voluntary vs involuntary migration.
   Compare, contrast and give examples.

5. The way people cope in a new situation. Discuss, give examples.

6. What are the qualities necessary to be an immigrant?
   Relate these qualities to your own experience.

7. Migration stories. Compare and contrasts migration experiences across cultures, including: Europeans, Africans, Native Americans, Mexican, and Caribbean (Puerto Rican, Haitian, Cuban) migration experiences.

Additional resources appear on the following pages:

Routes of Anza and Portola

The Leaving of Ireland

The American Experience -- The Way West (Four-part, six hour documentary presented by PBS)

VISUAL AIDS

Enclosed: Pictures of China

Transparencies of Hawaii

Additional resources:

Suggested: Magazines

National Geographic

Vol. 173, No.3 March 1988 -- "China passage by rail"
July 1983 -- "China's opening door"
July 1991 -- "China's youth wait for tomorrow"
December 1974-- "The isles of the Pacific"
March 1986 -- "Secrets of the Giant Panda"
May 1974 -- "Three spectacular treasures from a Chinese tomb"
March 1974 -- "Those successful Japanese"

Videos

A Great Wall
Pacific Arts Video, 1985 (103 min)
50 N. La Cienega Blvd., Suite 210, Beverly Hills, California 90211

The Heart of the Dragon
Ambrose Video Company, 1980 (12 episodes, 57 min. @)

DOCUMENT I - "A"

Page 1 of 4

Kobe, Japan - 1932

Shall I sketch my trip out?

I enjoyed being with Mac's Mother and Father so much. They are real peaches - just as Mac is. (Roswell, New Mexico)

All these many years I have wanted to go to California - and there I went zipping through and didn't pay much attention to it. In Los Angeles, the Ronaldsons and the Schrecks took it upon themselves to entertain me - and they certainly did a good job of it. I didn't stop a minute while there. I was a bit homesick when I first boarded the "Harrison" - after the Schrecks left. The Purser - Gene Faggiano - proved to be a real friend. He is a young fellow, just married, and a real brick. Elizabeth Chambers, of Philadelphia (going to Shanghai with the Rockefeller Institute) and I had the pleasure of sitting at Gene's table - and the trip was "made" then and there. Of course, I never expect to have another sea voyage quite like that one - nothing repeats itself. There was a good crowd on it and it was one continual party. In Honolulu, I was given the use of the Dollar Line automobile for the day - so I explored. It is marvelous. I had always thought that the pictures one sees of Honolulu must be greatly exaggerated, but after seeing it, I did not buy a single photograph or picture. None of them could begin to do justice to the perfect beauty of the place. I think the Garden of Eden must have been similar to Honolulu - almost too lovely.

Oh, I skipped San Francisco, didn't I? I like it better than Los Angeles. We docked there at four on a Tuesday afternoon - and sailed the same hour on Friday. The Chief of the Texas Company there - Mr. Cordall - met the boat. He took charge of me the next day and showed me S.F. from top to bottom. Mr. Texas Company is certainly a grand person to know. When sailing time came, and we were actually leaving the good old U.S. it was not so hard. Mr. Cordall sent me a beautiful corsage, and there was a stack of mail and telegrams - and the bands playing - and then going out through Golden Gate at sundown was marvelous. I love Golden Gate and want to see it again some day.

Leaving Honolulu was beautiful, too. Just like storybook descriptions of it - the sun just going down, and the brown boys, like eels, diving for coins, and the famous band playing "Farewell to Thee", and the aroma of flowers heavy in the air, then as we cleared away into Pearl Harbor, everyone throwing their leis out into the water - and after awhile the many lights of the city of the hillsides fading away.

From the time we left Honolulu until we came in sight of the first Islands of Japan - two weeks - we saw not one ship or inch of land. We came into sight of the first Islands of Japan about six in the morning, and were landed at Kobe at noon.

We located the Methodist minister about four o'clock and he said he could arrange for the service at six o'clock. So - that was it. It couldn't have been lovelier if we had planned it for weeks. He - Dr. Cragg - was a nice fattish, gray haired Canadian and the church is a pretty little gray stone building in the English style. They had the altar simply banked with yellow and bronze "mums", and just exactly the right organ music. We just did get there at six. I wore my cream lace dress, and carried white "mums". ...After the ceremony, we had our wedding dinner at the

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Oriental Hotel. Perfectly gorgeous flowers will always be linked in my mind with Japan - I've never had so many, and such perfect ones - "mums", deep yellow, white, and velvety red roses, gorgeous dahlias and orchids.

The next day was chiefly spent in getting married some more. We have also the certificates of the American Consul and the Japanese bureau. We did manage to have lunch on the "Harrison", and with the American Consul and his wife in their beautiful Japanese style home.

The next day we went up to Kyoto - and I loved it. Kobe is much like any seaport, but up there it is real Japan. We stayed in the Miyako Hotel - a beautiful place. One of their war lords was there at the time - and we had the opportunity of seeing the arrival of some of the banquet guests one evening. Such beautiful dress - and fantastic head-dress! We spent all the time we could sight-seeing, of course. The whole country was the greenest green, and simply studded with these wonderful red and gold maple trees and millions of flowers, mostly chrysanthemums.

We liked the Choinin Temple better than any we saw. It is quite ancient and the headquarters of the Jodo sect. We were fortunate enough to go there during a memorial service - and honestly, I have never felt any nearer to God than I did that morning, even if it was in a temple of Buddha. We had to wear little velvet slippers all through the temple. The temple room itself is huge, matting floors, and highly polished great pillars supporting the roofs, and the great Buddah, surrounded with all the altar "fixings" - shining gold, and bronze, and incense and candles burning. The priests, in dark brown robes and shaved heads, sitting on their feet, chanting their long prayers, and at intervals beating on the great prayer drums. We went all through the whole thing - walking on the famous nightingale floors, shining from the padded footsteps of hundreds of years. All the prayer rooms are beautiful, in their own way. Each has a name and a symbol, which is carried out in the decoration. Some of the paintings are so ancient the method by which they were done is now unknown. The whole temple is surrounded by lovely gardens - and up a hillside is the ancient temple bell, a huge thing.

We spent one day in Nara. Of course, the park of the sacred deer there is the attraction. It was Sunday when we were there and it seemed like it. I had my first rickshaw ride in Nara. The park is lovely - giant trees, pines, redwoods, maples, and many kinds I had never seen before. And, the deer - sweet things. They come up and eat rice cakes out of your hands or pockets. There are over 2000 of them in the park. The great Buddha there - Diabutsu - was worth the trip. He is huge - 50 some odd feet high made of bronze and gold and surrounded by the huge white and blue lacquered lotus blossoms. He was built in 700 something, and the building which now houses him is very old itself. It was once red, but is faded now. It is said to be the largest wooden structure in the world and I don't doubt it. Then, the avenue of the stone lanterns is lovely, narrow, winding up the hillside, with the great trees meeting overhead, and finally ending at the steps of a great red lacquered temple. There are several thousands of these lanterns along the way, all stone and some quite ancient. On certain festival nights they are lighted. I would like to see that.

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Back in Kyoto, we spent every possible minute in the shops. Goodness, they have lovely things. We bought quite a bit - some etchings, woodblocks, a white robe, and several pieces of cloisonne and bronze.

The "Empress of Canada" is a beautiful ship. Mac and I were the only Americans on and we had lots of fun out high-hatting the British. That was really a "ritzy" ship. Going through the Inland Sea was simply breathtaking. We had much excitement one night - had a very narrow escape from ramming a tanker. When we landed in Shanghai, we saw where a great strip of paint was taken from Her Majesty's beautiful white side as a result.

At the Customs in Shanghai there was Elizabeth Chambers and Mr. Stocker to meet us. We also took in some of the "night life" - went to the Rose Room, the most famous and swanky place in town, and to the Del Monte, which they say is the typical eastern cabaret. All kinds of people there - goodness! Beautiful Chinese girls in exquisite Chinese dress - but the Russian cabaret girls, well, I'm glad this country isn't quite running over with the Russians.

Four days on the river boat, and this is certainly a huge river. Sometimes, we could not see both banks at once. We went ashore at several places - Nanking, Wuhu, and to buy some pottery at Kuikiang. Real China.

Eight miles down the Yangtse and the tiffin gong would sound - but in spite of the carrot soup and many meats and our English fellow-passengers, we hopped up and down from the windows so we would not miss a bit of the setting of our "home" - for it is situated just about six miles down the River from Hankow. Well, we did not need to have it pointed out to us - or, I should say Mac did not need to point it out to me, because a Texaco sign, is, well, a Texaco sign, even in China. Anyway, there was so much commotion ashore in front of the Installation everyone must have known something out of the ordinary was taking place - even the English. Every man was out on the Bund waving, and there was a huge sign "Welcome" and firecrackers pop, pop, popping! Were we excited! So, we waved and waved, and all about three hundred of them waved back, and set off more and more firecrackers - and the Captain of the good ship "Tuck-Wo" had the whistle blow (but honestly I don't think he ever quite realized what it was all about!" I must explain that the whole 300 or more were not Mac's men - about 200 of them comprise the stevedore gang. We finally got tied up to the pontoon at Hankow, and there were three of the Company boys to meet us. We saw the Company car long before we ever docked, and knew what we were in for. We could not help seeing it even from a long way off - such colors. I am quite sure a color-blind Chinese did the job of decorating - pink, henna, and blue - all over the blooming thing - some combination. Anyway, after the greetings, we were escorted up to it, and there was nothing to do but get in. However, we had no luck in persuading one of the boys to go with us. All the coolies along the Bund had a big time grinning at us.

We continued on out to the Plant - and long before we actually arrived there we began to think "things". There were suspicious looking little crowds scattered all along the road near the Plant. Well, we were right. Mr. Ball and Mr. Caldwell, and all the Number Ones met us at the gate where the coolies were holding forth on another Fourth of July celebration. Huge firecrackers -

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hundreds of them on long poles - all going at once. Such a fuss! Anyway, I was properly introduced to all the Number Ones, and I hope I grinned enough at all the coolies lined up all along the way to the house. But - there the real show began. Just inside the gate stood the Boy in a brand new stiff white serving gown grinning his welcome to his new Missee. Beside him stood his little four year old son all dolled up in his Sunday best foreign suit and hat, grinning from side to side and holding my little brown Pekinese pup. He is a cute thing - but then, so is the pup. Best of all, the walk up to the house was strewn with flowers, and our prize "mums" (all potted plants) were banked around the doorway, Chinese fashion, while over the archway were garlands of flowers and evergreen. Then, hanging from the ceiling was this paper charm to ward off all evil spirits. (This affair is made and looks much like the big folding Christmas bells we sometimes use). These are used at all Chinese festivals.

So, in spite of all lookers-on, Mac picked me up and carried me across the threshold of Home.

Much love,

Mildred

Spanish Version

Primary Source Documents

Professor Carmen Sanchez Sadek, Ph.D.

Translator

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Página 1 de 4

Ciudad de Kobe, Japón - 1932

¿Les describo mi viaje?

Disfruté muchisimo mi visita con los padres de Mac. Son tan encantadores - igualito que Mac. (Roswell, New Mexico)

Por muchos años he anhelado ir a California - y pasé por allí tan rápido que ni presté mucha atención. En Los Angeles la familia Ronaldson y los Schrecks se ocuparon de entretenerme - y muy bien que lo hicieron. No paré ni un minuto mientras estuve con ellos. Empecé a echar de menos a todos recién que abordé el "Harrison" - después de despedirme de los Schrecks. Uno de los marineros - Gene Faggiano - se comportó como un verdadero amigo. Es un joven recién casado, y una persona en quien se puede confiar. Elizabeth Chambers, de Filadelfia (quien iba a Shanghai con el Instituto Rockefeller) y yo tuvimos el placer de compartir la mesa con Gene - y el viaje resultó "maravilloso" desde ese momento. Claro, yo no creo que jamás tendré la oportunidad de hacer un viaje como éste - nada se repite. Los pasajeros eran todos muy buenas personas y lo pasamos de fiesta en fiesta. En Honolulu, pude usar el carro de la compañia Dollar Line durante un día - y así me dediqué a explorar. Fue maravilloso. Siempre pensé que las fotos que uno ve de Honolulu lo exageran todo, pero después de ver con mis propios ojos, no compré ninguna tarjeta ni foto. Ninguna de las que vi de veras reflejaba la belleza perfecta de este lugar. Creo que el Jardín de Edén debe haber sido como Honolulu - casi demasiado divino.

Oh, me salté a San Francisco, ¿verdad? Me gustó mucho mejor que Los Angeles. Atracamos al muelle a las cuatro de la tarde el martes por la tarde - y salimos a la misma hora el viernes. El Jefe de la Compañía Texas en esa ciudad - el señor Cordall - me vino a recoger al barco. Se encargó de mí al día siguiente y me mostró S.F. de arriba a abajo. El señor Compañía Texas es de veras una gran persona que me alegra conocer. Cuando ya llegó la hora de salir, y de hecho ya nos alejábamos de la querida tierra de América, no fue tan difícil. El señor Cordall me había enviado un precioso corsage, y también tenía un montón de cartas y telegramas - y las bandas tocaban - y luego la salida bajo el puente de La Reja Dorada al anochecer fue maravilloso. Me encantó el puente de La Reja Dorada y lo quisiera volver a ver algún día.

La salida de Honolulu fue bellísima, también. Como lo describen en los libros de cuentos - el sol poniéndose, y los jóvenes cetinos, como las agujas eléctricas, zambullendose por propinas, y la famosa banda tocando "¡Adiós a ti!", y el aroma de las flores se sentía muy fuerte en el aire, y luego al salir de La Bahía de Perla, todos tirando sus girnaldas de flores al agua - y al cabo de un rato las muchas luces de la ciudad sobre los cerros desapareciendo poco a poco.

Desde que salimos de Honolulu hasta que por fin vimos por primera vez las islas del Japón - dos semanas - no vimos ni un solo barco ni una pulgada de tierra. Dislumbramos la primera isla de Japón como a las seis de la mañana, y desembarcamos en Kobe al mediodía.

Localizamos al ministro metodista como a las cuatro de la tarde y él dijo que podía arreglar el servicio de la boda para las seis. Pues - así fue. No hubiera podido ser más bello si lo hubiera planeado por semanas. El - el doctor Cragg - era un amable y gordito canadiense de pelo gris y la iglesia es un pequeño y bonito edificio de piedras grises al estilo inglés. Tenían el altar decorado con crisantemos amarillos y bronce, y la música de órgano era perfecta. Llegamos a las

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seis. Yo me había puesto mi vestido de encaje color crema, y llevaba crisantemos blancos. ....Después de la ceremonia, tuvimos nuestra cena para celebrar la boda en el Hotel Oriental. Perfectísimas y preciosísimas flores siempre estarán conectadas en mi mente con el Japón - nunca había tenido tantas, ni tan perfectas - crisantemos, amarillo oscuro, blanco, y rosas rojas como terciopelo, dalias maravillosas y orquídeas.

El día siguiente nos lo pasamos celebrando más ceremonias de casamiento. Tenemos los certificados del Consulado Americano y del Bureau Japonés. Tuvimos la oportunidad de almorzar en el "Harrison", y junto con el Cónsul Americano y su esposa en su casa muy bonita al estilo Japonés.

Al día siguiente fuimos a Kyoto - y me encantó. Kobe es como un puerto, pero allá arriba es el verdadero Japón. Nos alojamos en el Hotel Miyako - un lugar muy bonito. Uno de los jefer guerreros se hospedaba también en el hotel - y tuvimos la oportunidad de ver la llegada de los invitados a uno de sus banquetes una noche. Unos vestidos preciosos - ¡y unos peinados y pelucas fantásticos! Pasamos todo el tiempo posible paseando, claro está. El país entero era verde verdísimo, y simplemente salpicado con estos magníficos arces, árboles rojos y dorados, y millones de flores, principalmente crisantemos.

Nos gustó el Templo Choinin más que nada de lo que vimos. Es muy antiguo y sirve de oficina central de la secta religiosa Jodo. Tuvimos la enorme suerte de ir allí durante un servicio religioso - y honestamente, jamás me había sentido yo tan cerca de Dios como me sentí esa mañana, aunque el templo estaba dedicado a Buda. Tuvimos que ponernos unas zapatillitas de terciopelo mientras estuvimos dentro del templo. El salón principal del templo es enorme, con pisos opacos, y enormes columnas muy pulidas que aguantaban los techos, y el gran Buda rodeado de las ofrendas dejadas en el altar - oro brillante, y bronce, e incienso, y velas ardiendo. Los religiosos, con túnicas color café oscuro y cabezas afeitadas al ras, sentados sobre sus piernas, y recitando sus larguísimas oraciones, y de vez en cuando haciendo sonar sus grandes tambores religiosos. Lo recorrimos todo - caminando sobre los famosos pisos "nightingale", que brillaban de ser tan pulidos al pasar sobre ellos muchas personas por cientos de años. Todas las salas para rezar eran preciosas, cada una en su estilo. Cada una lleva un nombre y un símbolo, el cual se repite en la decoración. Algunas de las pinturas son tan antiquísimas que el método que se usó para pintarlas ya ni se conoce. El templo entero está rodeado de bellísimos jardines - y subiendo un cerro se encuentra el campanario, algo enorme.

Nos pasamos un día en Nara. Claro, el parque del sagrado venado que se encuentra en esa ciudad es la atracción principal. Era domingo cuando fuimos y de veras lo parecía. Monté por primera vez en un jinrikisha, uno de esos coches de dos ruedas tirado por un hombre, allí en Nara. El parque es precioso - árboles gigantes, pinos, secuoyas, arces y muchas clases más que nunca he visto. Y, los venados - tan dulces. Vienen y comen pastelitos de arroz de la mano de uno o de sus bolsillos. Hay más de 2000 venados en el parque. El gran Buda allí - Diabutsu - valía la pena verlo. Es gigantesco - más de 50 pies de altura, hecho de bronce y oro y rodeado de enormes capullos de lirios lotus barnizados en blanco y azul. Fue construido como en el año 700, y el edificio en el que sencuentra es viejísimo también. Era de color rojo pero el color se ha descolorido ahora. Se supone que el templo sea el edificio más grande hecho de madera que existe en el mundo, y yo no tengo la menor duda de que lo es. Entonces, la avenida de las

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linternas de piedra es preciosa, estrecha, y curvea a medida que sube el cerro, con los grandes árboles entrelazados sobre el camino, y finalmente terminando en los escalones del templo barnizado de rojo. Hay varios miles de estas linternas a lo largo del camino, todas de piedra y alguna antiquísimas. En algunas ocasiones festivas, todas se prenden. Me encantaría poder ver eso.

De regreso en Kyoto, nos pasamos todito el tiempo en las tiendas. Dios mío, pero qué de cosas bonitas que tienen. Compramos bastante - unos grabados, bloques de madera, una túnica blanca, y varios adornos de esmalte y bronce.

El barco "Emperadora de Canadá" es precioso. Mac y yo éramos los únicos americanos que íbamos en el barco y nos divertimos muchísimo tratando de mofarnos de los ingleses que viajaban con nosotros. Fue un viaje en un barco super elegante. Navegar a través del Mar entre las Islas fue simplemente emocionante y conmovedor. Una noche fue muy emocionante - por poco chocamos con otro enorme barco de carga. Cuando llegamos a Shanghai, pudimos ver el roce con el barco de carga que le arrancó la pintura blanca a nuestro bellísimo barco de Su Majestad como resultado.

En la aduana de Shanghai, nos esperaban Elizabeth Chambers y el señor Stocker. Nos paseamos esa noche y fuimos a los cabarets - al Salón Rosa, el más famoso y suntuoso cabaret de la ciudad, al Del Monte, que dicen que es el cabaret oriental más típico. Todo tipo de gente allí - ¡por Dios! Preciosas muchachas chinas llevaban exquisitos vestidos chinos - pero las muchachas rusas del cabaret, pues, me alegro que no haya muchas rusas en este país.

Nos pasamos cuatro días en un barco de río, y les aseguro que es un enorme río. Algunas veces ni podíamos ver las dos orillas del río a la vez. Atracamos en varios lugares - Nanking, Wuhu, y para comprar algunas macetas en Kuikiang. La China verdadera.

Ocho millas río abajo en el Yangtse y se oía el sonido del gong anunciando almuerzo - pero a pesar de la sopa de zanahorias y de las carnes y de los pasajeros ingleses que nos acompañaban, nosotros brincábamos de ventana en ventana para no perdernos nada de nuestro primer viztaso a nuestro "hogar" - pues éste queda situado sólo a como seis millas río abajo desde Hankow. Pues, ni necesitamos que alguien nos lo anunciara - o mejor dicho, Mac no necesitó anunciármelo, pues la insignia de Texaco, es, pues, la insignia de Texaco, incluso en China. De todos modos, había tal tumulto en la orilla frente a la instalación que todo el mundo por seguro que sabía que algo poco común estaba pasando - incluso los ingleses. Cada hombre estaba parado en el dique saludándonos, en ademán de bienvenida, y había un enorme cartel que decía "Bienvenidos" y los cohetes explotaban - ¡pop, pop, pop! ¡Y estábamos tan emocionados! y saludábamos y saludábamos con nuestras manos, y como trescientos de ellos nos devolvían nuestros saludos y explotaban más y más cohetes - y el capitán del buen barco "Tuck-Wo" hizo sonar su silbato (¡pero honestamente no creo que ni sabía el por qué!) Debo explicar que de los 300 hombres o más que estaban allí, no todos eran de la compañía de Mac - como unos 200 pertenecen al grupo de estribadores del muelle. Por fin nos metimos en la lancha en Hankow, y había tres compañeros de Mac de la compañía que nos fueron a recibir. Vimos el auto de la compañía mucho antes de atracar al muelle y ya nos dimos cuenta de la situación. El carro tenía tantos colores que no lo podíamos confundir, aunque quisiéramos. Estoy segura que un chino que no puede distinguir los colores lo pintó y lo decoró - rosado, rojizo, y azul - todo decorado de colores - pero qué combinación de colores. De todos modos, después de los saludos no quedó más remedio que meterse en el carro adonde nos habían acompañado algunos hombres. Sin embargo, no pudimos convencer a ninguno de ellos que fueran con nosotros. Todos los trabajadores a lo largo del dique se divirtieron mucho echándonos enormes sonrisas de bienvenida.

Continuamos nuestro viaje hasta la planta - y mucho antes de llegar ya nos pusimos a indagar. Había pequeños grupos de trabajadores, algo sospechoso, todo a lo largo del camino, cerca de la planta. Pues, teníamos toda la razón. El señor Ball y el señor Caldwell, y todos los Números Unos nos recibieron a la entrada donde los trabajadores estaban celebrando otra fiesta del Día de la Independencia. Tremendos cohetes - cientos de ellos en palos largos - todos explotando a la vez. ¡Qué alboroto! De todos modos, a mí me presentaron muy finamente a todos los Números Unos, y espero haberme sonreído lo suficiente para saludar a todos los trabajadores que hacían fila a lo largo del camino hasta la casa. Pero - ahí empezó el verdadero espectáculo. Casi a la entrada de la reja, el sirviente todo vestido de blanco con su ropa muy almidonada y sonriendo, me dio su bienvenida como su ama. A su lado se encontraba su pequeño hijo de cuatro años todo bien vestidito con el mejor ajuar extranjero y su sombrero, sonriendo preciosamente y cargando en sus brazos a mi nuevo perrito Pekines. El niñito es precioso - y también el perrito. Pero lo mejor de todo era que el camino hasta la casa estaba alineado con flores, con crisantemos bien preciosos (todos en macetas) a ambos lados de la puerta, al estilo chino, mientras que sobre el arco, había girnaldas de flores y de hojas verdes. Entonces, colgado del techo había este amuleto de papel para evitar los malos espíritus. (Este amuleto está hecho y se parece mucho a esa campana navideña que se dobla y desdobla que algunas veces ponemos durante la Navidad) Estos amuletos se usan en todas las fetividades chinas.

Pues, a pesar de todos los que nos miraban, Mac me cargó y me entró cargada por la puerta de nuestro Hogar.

Con mucho cariño,
Mildred

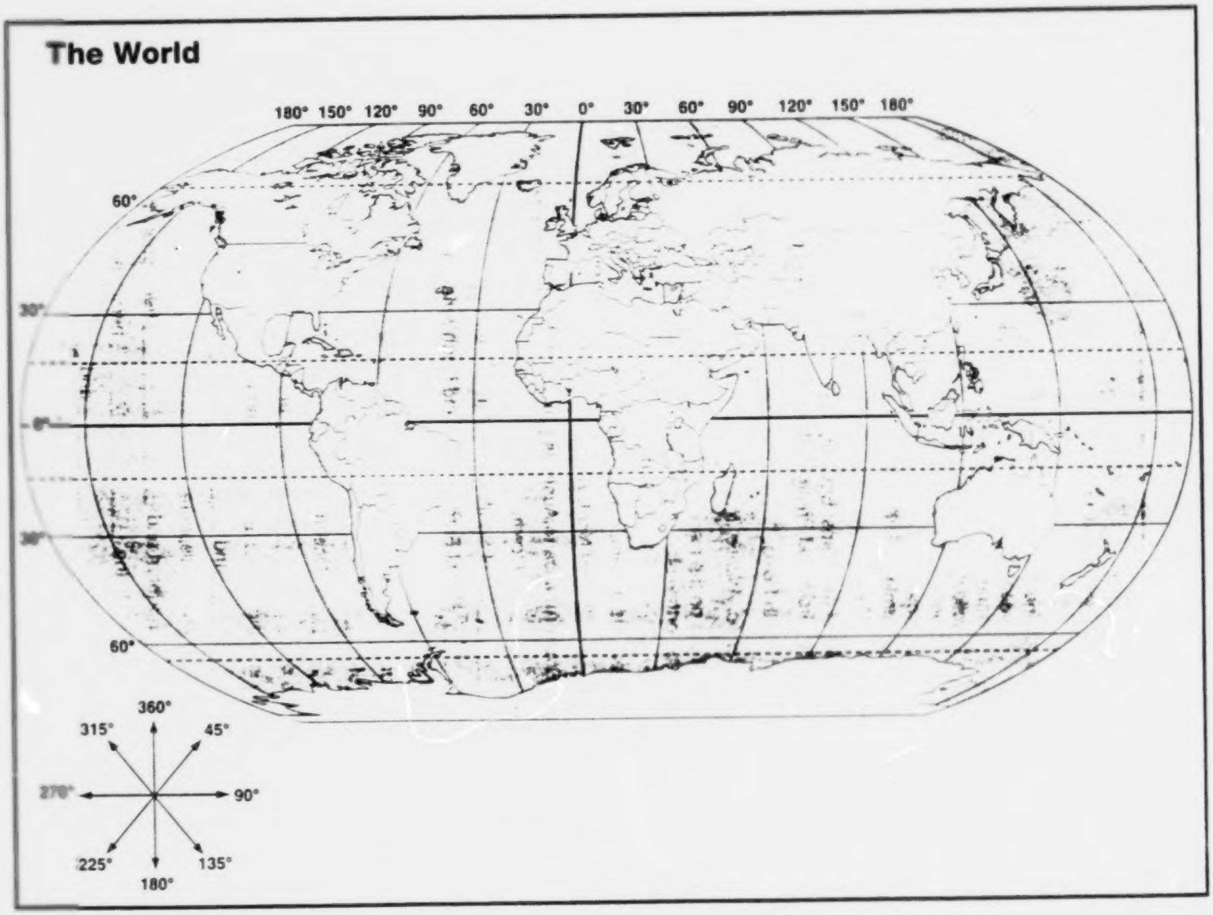
The World
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Figure 1. *The World*

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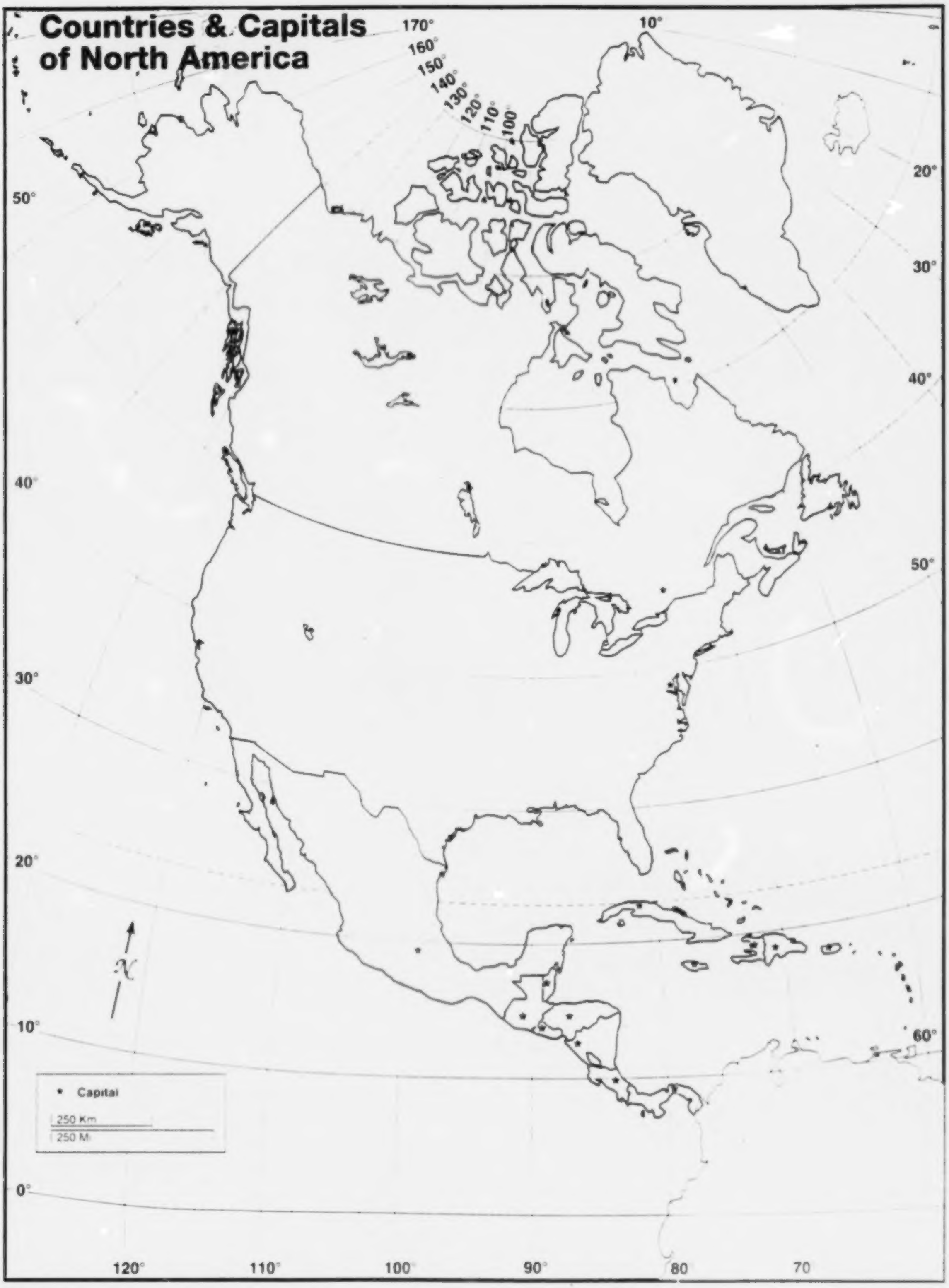
Countries & Capitals of North America
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130°
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Figure 2. *Countries and Capitals of North America*

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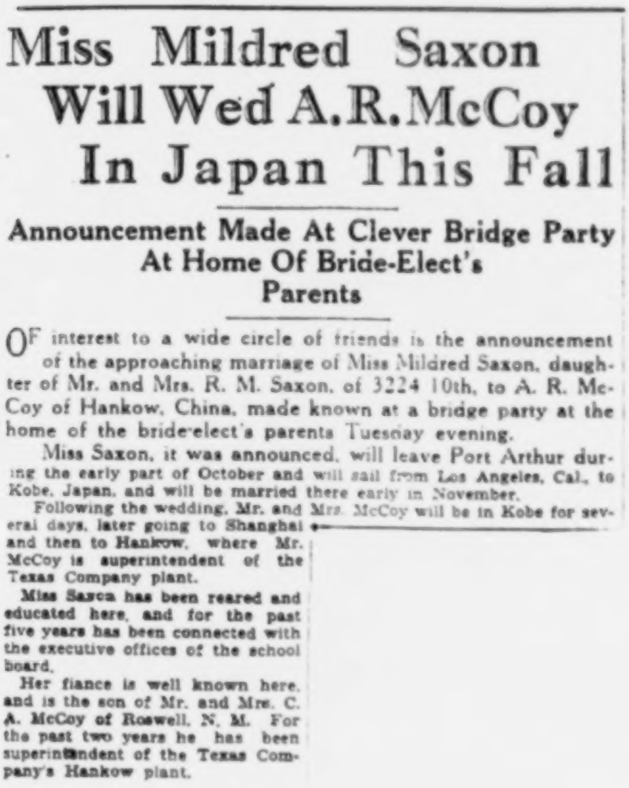
August 30th 1932



Miss Mildred Saxon Will Wed A.R. McCoy In Japan This Fall

Announcement Made At Clever Bridge Party At Home Of Bride-Elect's Parents

OF interest to a wide circle of friends is the announcement of the approaching marriage of Miss Mildred Saxon, daughter of Mr. and Mrs. R. M. Saxon, of 3224 10th, to A. R. McCoy of Hankow, China, made known at a bridge party at the home of the bride-elect's parents Tuesday evening.

Miss Saxon, it was announced, will leave Port Arthur during the early part of October and will sail from Los Angeles, Cal., to Kobe, Japan, and will be married there early in November.

Following the wedding, Mr. and Mrs. McCoy will be in Kobe for several days, later going to Shanghai and then to Hankow, where Mr. McCoy is superintendent of the Texas Company plant.

Miss Saxca has been reared and educated here, and for the past five years has been connected with the executive offices of the school board.

Her fiance is well known here, and is the son of Mr. and Mrs. C. A. McCoy of Roswell, N. M. For the past two years he has been superintendent of the Texas Company's Hankow plant.

Support Document - 1A
Wedding Announcement: Port Arthur, Texas
August 30, 1932

1. Is the newspaper clipping a primary source document?
   A. If yes, why?

   B. If yes, why?

2. Does support document 1A confirm any part/parts of Primary Source Document I -"A" "Kobe, Japan, 132"? Explain your responses in complete sentences.7

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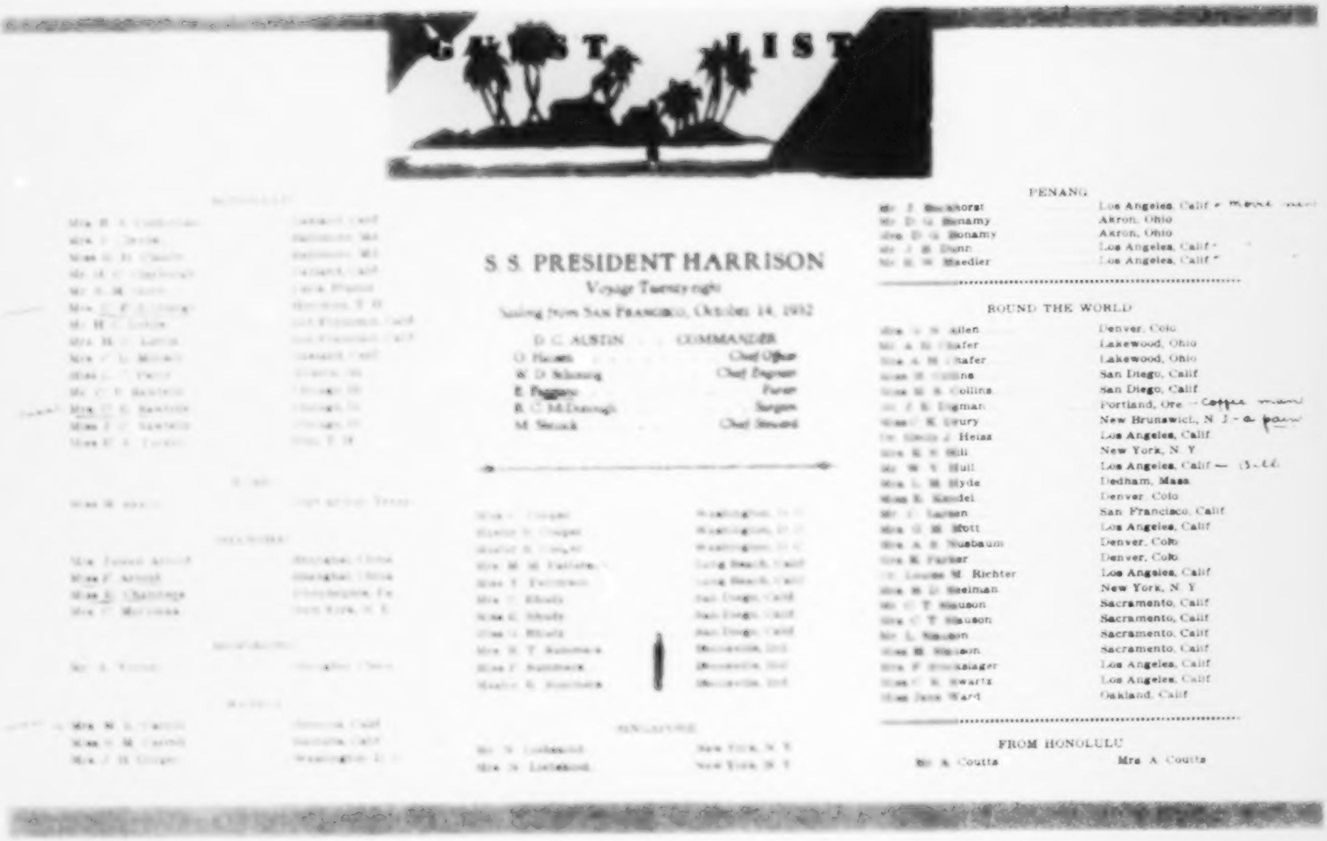

GUEST LIST

S. S. PRESIDENT HARRISON

Voyage Twenty-eight

Sailing from San Francisco, October 14, 1932

D. C. AUSTIN	COMMANDER
O. Hansen	Chief Officer
W. D. Schoning	Chief Engineer
E. Paggone	Purser
R. C. McDonough	Surgeon
M. Strauch	Chief Steward

PENANG

Mr. J. Buckhorst	Los Angeles, Calif – [illegible]
Mr. D. G. Bonamy	Akron, Ohio
Mrs. D. G. Bonamy	Akron, Ohio
Mr. J. B. Dunn	Los Angeles, Calif
Mr. E. W. Maedler	Los Angeles, Calif

ROUND THE WORLD

Mrs. G. N. Allen	Denver, Colo
Mr. A. H. Chafer	Lakewood, Ohio
Mrs. A. H. Chafer	Lakewood, Ohio
Miss H. Collins	San Diego, Calif
Miss M. B. Collins	San Diego, Calif
Mr. J. E. Digman	Portland, Ore. – Coffee man
Miss C. E. Drury	New Brunswick, N. J. – a pair
Dr. Emily J. Heiss	Los Angeles, Calif
Mrs. E. N. Hill	New York, N. Y.
Mr. W. Y. Hull	Los Angeles, Calif — [illegible]
Mrs. L. M. Hyde	Dedham, Mass
Miss E. Kandel	Denver, Colo
Mr. C. Larsen	San Francisco, Calif
Mrs. G. M. Mott	Los Angeles, Calif
Mrs. A. B. Nusbaum	Denver, Colo
Mrs. E. Parker	Denver, Colo
Dr. Louise M. Richter	Los Angeles, Calif
Mrs. B. D. Seelman	New York, N. Y.
Mr. C. T. Slauson	Sacramento, Calif
Mrs. C. T. Slauson	Sacramento, Calif
Mr. L. Slauson	Sacramento, Calif
Miss M. Slauson	Sacramento, Calif
Mrs. F. Stucksiager	Los Angeles, Calif
Miss C. B. Swartz	Los Angeles, Calif
Miss Jane Ward	Oakland, Calif

FROM HONOLULU

Mr. A. Coutts	Mrs. A. Coutts

Support Document 2A
U.S.S. President Harrison, Guest List

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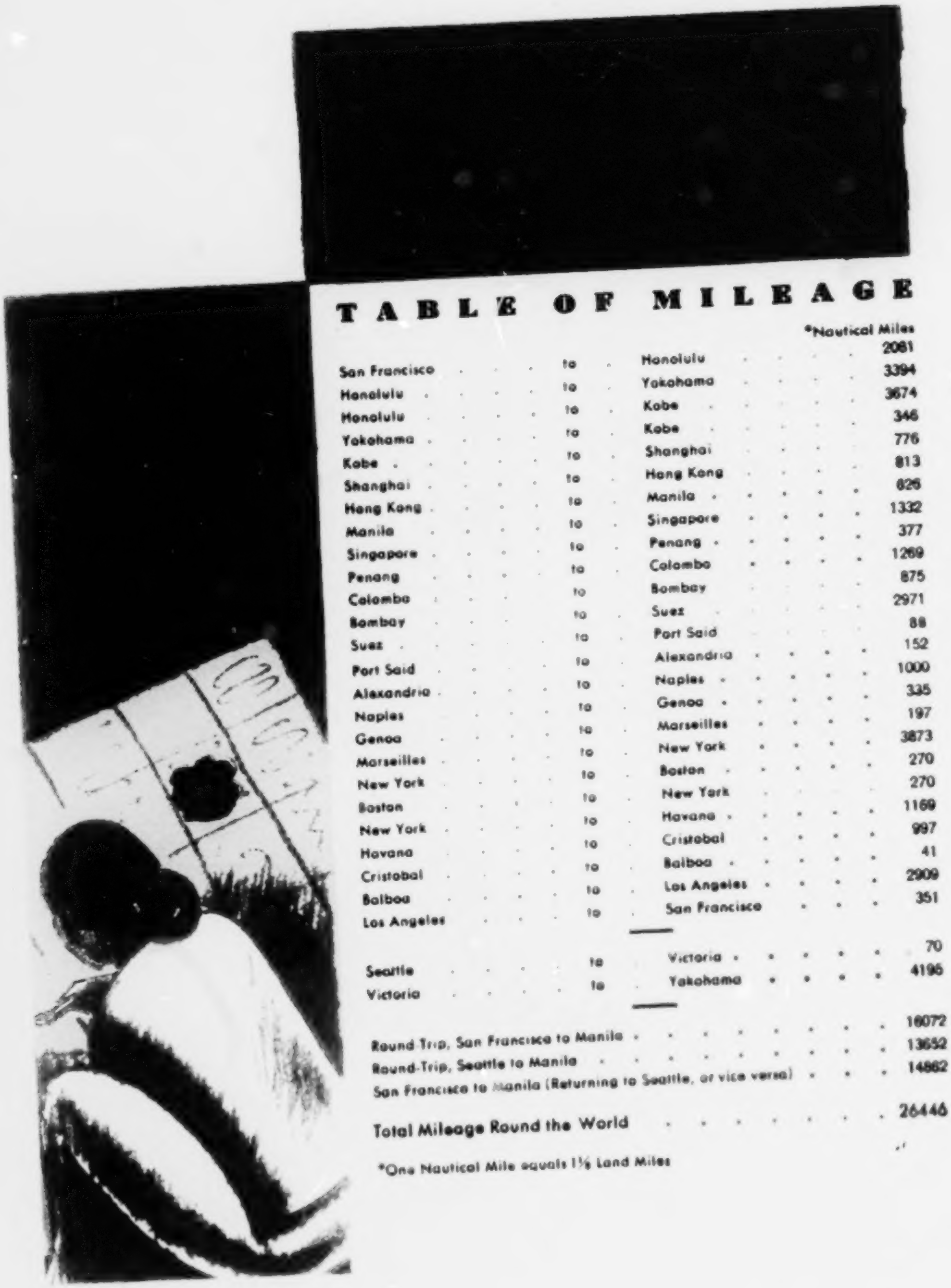

TABLE OF MILEAGE

			*Nautical Miles
San Francisco	to	Honolulu	2081
Honolulu	to	Yokohama	3394
Honolulu	to	Kobe	3674
Yokohama	to	Kobe	346
Kobe	to	Shanghai	776
Shanghai	to	Hong Kong	813
Hong Kong	to	Manila	626
Manila	to	Singapore	1332
Singapore	to	Penang	377
Penang	to	Colombo	1269
Colombo	to	Bombay	875
Bombay	to	Suez	2971
Suez	to	Port Said	88
Port Said	to	Alexandria	152
Alexandria	to	Naples	1000
Naples	to	Genoa	335
Genoa	to	Marseilles	197
Marseilles	to	New York	3873
New York	to	Boston	270
Boston	to	New York	270
New York	to	Havana	1169
Havana	to	Cristobal	997
Cristobal	to	Balboa	41
Balboa	to	Los Angeles	2909
Los Angeles	to	San Francisco	351
Seattle	to	Victoria	70
Victoria	to	Yokohama	4196

Round Trip, San Francisco to Manila	16072
Round-Trip, Seattle to Manila	13652
San Francisco to Manila (Returning to Seattle, or vice versa)	14862
Total Mileage Round the World	26446

*One Nautical Mile equals 1⅙ Land Miles

Support Document - 3A
U.S.S. President Harrison, Table of Mileage

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Certificate of Marriage

THIS CERTIFIES THAT

Alexander K. McCoy OF Port Arthur, Texas, U.S.A.

AND

Mildred L. Saxon OF Port Arthur, Texas. U.S.A.

HAVE BEEN UNITED IN MARRIAGE

AT Kobe Union Church

ON THIS 3rd DAY OF November IN THE YEAR 1932

WITNESSES:

Elizabeth Chambers

[illegible]

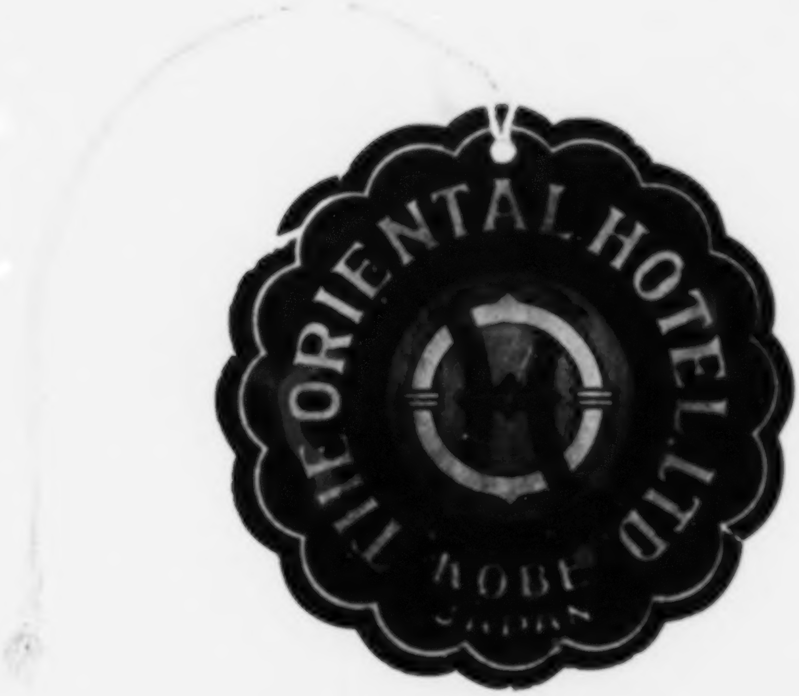
MINISTER:

W. J. M. Cragg

PASTOR OF KOBE UNION CHURCH

Support Document - 4A
Certificate of Marriage, Kobe Union Church
November 3, 1932

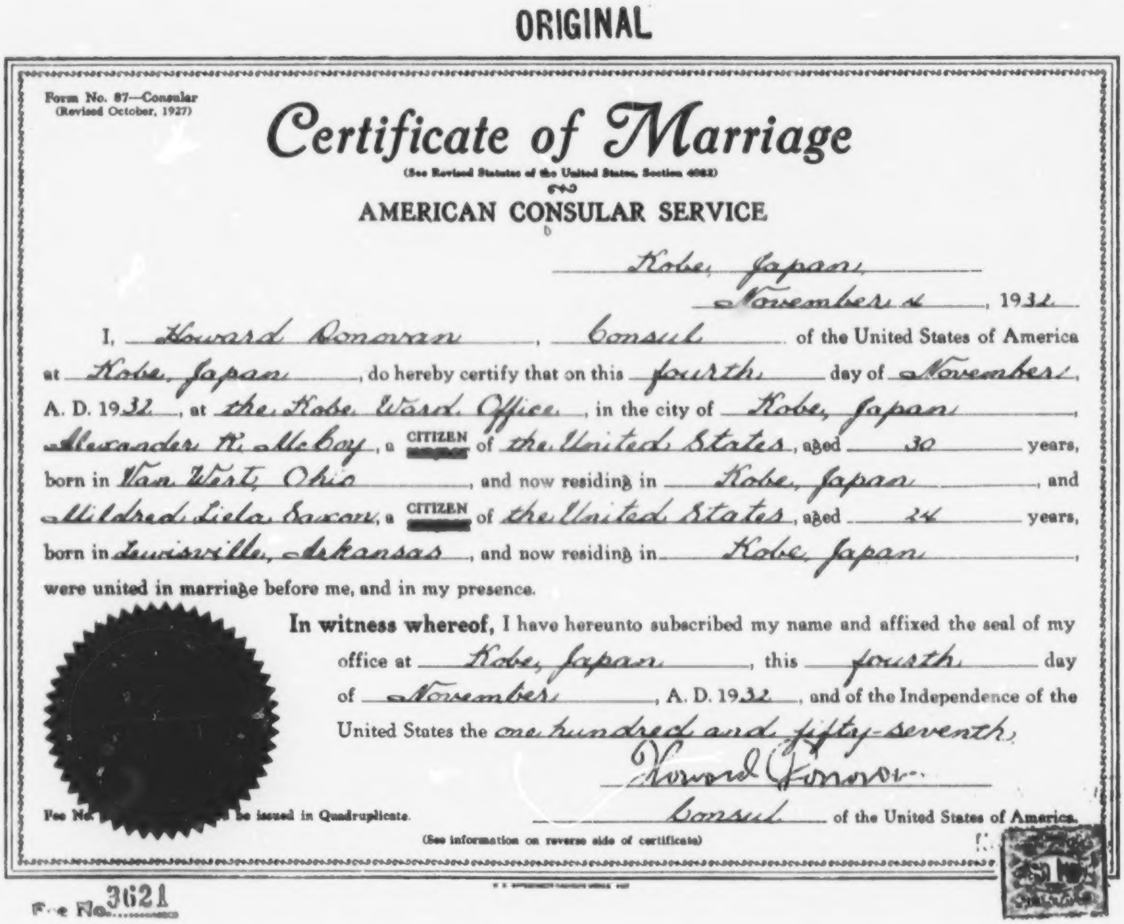
BEST COPY AVAILABLE


THE ORIENTAL HOTEL LTD
KOBE
JAPAN

Support Document - 5A
"Oriental Hotel" Tag
Kobe, Japan

1. Is this hotel tag a primary source document? (Yes, No) Why?

2. Find the sentence in Primary Source Document I -"A" in which the Oriental Hotel is discussed and write that sentence in the space provided.



ORIGINAL

Form No. 87—Consular
(Revised October, 1927)

Certificate of Marriage

(See Revised Statutes of the United States, Section 4082)

AMERICAN CONSULAR SERVICE

Kobe, Japan
November 4, 1932

I, Howard Donovan, Consul of the United States of America at Kobe, Japan, do hereby certify that on this fourth day of November, A. D. 1932, at the Kobe Ward Office, in the city of Kobe, Japan, Alexander R. McCoy, a CITIZEN of the United States, aged 30 years, born in Van Wert, Ohio, and now residing in Kobe, Japan, and Mildred Liela Saxon, a CITIZEN of the United States, aged 24 years, born in Lewisville, Arkansas, and now residing in Kobe, Japan, were united in marriage before me, and in my presence.

In witness whereof, I have hereunto subscribed my name and affixed the seal of my office at Kobe, Japan, this fourth day of November, A. D. 1932, and of the Independence of the United States the one hundred and fifty-seventh.

Howard Donovan
Consul of the United States of America.

Fee No. [illegible] be issued in Quadruplicate.

(See information on reverse side of certificate)

Fee No. 3621

Support Document - 6A
Certificate of Marriage, American Consular Service
November 4, 1932.

BEST COPY AVAILABLE

(See paragraphs 417-422 of the Consular Regulations and Notes thereto, concerning the information to be given below and General Instruction, Consular No. 1060).

Remarks: The parties signed in my presence the notification required by Japanese law which was witnessed by Ichiro Suzuki and Jiro Taniguchi. The notification above mentioned was on November 4, 1932, filed with and accepted by the Registrar of the Kobe Ward Office at Kobe, Japan. This procedure is provided for in Article 775 of the Civil Code of Japan. The original copy of the notification is in the archives of the Kobe Ward Office at Kobe, Japan.

1—101

Howard Donovan

Howard Donovan
Consul of the United States of
America.

Support Document - 6A (continued)
Wedding Certificate, American Consulate

WORKSHEET
PRIMARY SOURCE DOCUMENT I-"A"

VOCABULARY

1. purser
2. lei
3. Methodist
4. consul
5. bureau
6. "mums"
7. war lord
8. Jodo sect
9. Buddah
10. temple
11. rickshaw
12. lacquer
13. "ritzy"
14. "high-hatting"
15. "a brick"
16. customs
17. cabaret
18. tiffin
19. Bund
20. henna
21. coolies
22. Boy
23. Missee
24. Pekinese pup

GEOGRAPHY

1. Port Arthur, Texas
2. Kobe, Japan
3. Roswell, New Mexico
4. Los Angeles, California
5. Shanghai, China
6. Honolulu, Hawaii
7. San Francisco, California
8. Palo Alto, California
9. Pearl Harbor, Hawaii
10. Kyoto, Japan
11. Nara, Japan
12. Yangtze River, China
13. Nanking, China

DISCUSSION PROMPTS

1. What is written that describes the writer's feelings about Honolulu?

2. Was Hawaii a state in 1932? Explain.

3. Pearl Harbor later became known worldwide. Why? When?

4. Where is the most interesting place you have ever been?
   Share your experience with the class. (Oral)

5. How many nautical miles did the U.S.S. Harrison travel from its departure in Los Angeles to its arrival in Kobe, Japan? Convert the distance in nautical miles to land miles.

TEMAS PARA DISCUTIR

1. ¿Qué lenguaje usa la autora para describir sus sentimientos y emociones acerca de Honolulu?

2. ¿Era Hawaii un estado de los Estados Unidos en 1932? Explique.

3. La Bahia de Perla más tarde se volvió muy famosa. ¿Por qué? ¿Cuándo?

4. ¿Cuál ha sido el lugar más interesante donde usted ha estado? Comparta sus experiencias con su clase -- Oralmente.

5. Palabras que aprendió a través de esta lectura. Haga una lista. Escriba sinónimos y antónimos de estas palabras. ¿A qué categorías pertenecen las palabras nuevas? Desarrolle estas categorías.

DOCUMENT I - "B"

Page 1 of 3

Hankow, China-Nov. 29, 1932

This morning right after breakfast Mac and I walked over to weigh (I weighed 107½ last Tuesday and 108¾ today) and then started to walk around the tank farm levee, when here came the officers from the gunboat Panay which tied up at our pontoon yesterday afternoon. The Panay is a river gunboat carrying two three-inch guns and eight machine guns. It draws only six feet of water - being able to go into shallow water nearly anywhere on the River. It is a good little boat and could clean out a Chinese fleet (if they had one) and even though things are very quiet in this old country just now, it is good to know that such little boats are nosing around here and there. They were interested in seeing the plant, so we went all over it, then we went on board, then they asked us to have lunch aboard and go on down to the Standard installation with them as they had to take on fuel oil there. So - we did. The Standard place is about a mile toward Hankow. Mr. Pool - the Standard man - met us at the Bund - and we were all invited up to his place for cocktails. We visited there awhile, then went back on the ship for lunch. And - such a good one. American style vegetable soup, roast wild turkey which one of the sailors killed, with raisin dressing, candied pumpkin, creamed Chinese celery, and the best chocolate ice cream and crisp nut cookies, coffee and nuts. Then, later were sent home in their keen little motor sampan. They are such good little boats. We arrived home at about 2:30 - and all we started out to do was weigh. That is just about how it has been since I landed in this land.

We have a car now - a Ford - good one - until Betsy gets here. Mac is doing the driving himself and it is much nicer than having one of those terrible Chinese drivers.

I'll go back a long way - last Wednesday night we went to my first Chinese chow at the home of a Mr. Chong - wealthy contractor, who built this plant. It is very unusual to be invited into the homes of the Chinese - they often give dinner parties, but usually in the hotels. He sent his car out for us - and it really was nice and lots of fun. There were Mr. Draper, Company marketing manager here, Mr. Stocker, Company engineer from Shanghai, a Mr. Lay - Chinese engineer, Mr Raymond Wu, Mr. Chong's partner in business, and Mr. and Mrs. Wu - he is city engineer. They all spoke fairly good English - especially Mr. and Mrs. Wu. They are well educated high class Chinese. His brother, a very young man - Ph.D. from Princeton - is Mayor of Hankow. Mr. Chong is a peach - fat, round moon face, and the most intelligent shiny black eyes. He is - according to Mr. Stocker who for 21 years has dealt with the Chinese - one of the smartest and squarest-shooting men in China. He brought in his nearly grown son, two small daughters and two smaller sons - but not his wife. The children are nice - and one of the little girls is a perfect picture. He is going to bring them out to see me soon, and I hope it will be a nice day so I can take some pictures of them. Before dinner we were served with Chinese tea, all kinds of candies, fruits, etc. - in the foreign living room. Dinner was served in a foreign style dining room - thank goodness - as eating seated on the floor is not so easy. I can hardly explain that dinner - good grief at the food - not such a lot of each thing - but I imagine about 30 some odd courses. It was mostly fish and meats - duck, chicken, beef, about ten kinds of fish, shark fins, fish skin, birds nest soup, bamboo shoots, shrimp, goodness, I don't know what all. Oh, and crushed almond sauce in

DOCUMENT I - "B"

Page 2 of 3

which are dipped tiny patties made of uncooked rice flour filled with some kind of sweet stuff. Then, the last and main course is a bowl of rice - and they certainly know how to cook that - and boiled chicken. Of course, the entire meal was eaten with chopsticks, with exception of the few soupy things for which a spoon was furnished. The courses are placed in a rather large dish in the center of the table and everyone reaches out and helps himself. Oh, at each place were little dishes of almonds and watermelon seed, and a glass of brandy. Everyone used chopsticks but me - and I did some, but they had thoughtfully furnished me with a fork - so I finally used that. Ever so often a servant brings around a steaming hot towel on which one wipes ones hands and mouth, if need be. It all sounds a little messy, but really it is not so bad, and the food is wonderfully prepared. After dinner - more tea, candies, etc. I liked the Chinese there and really had a very enjoyable evening. We had one of Mac's big turkeys, and he was good - and all the fixings, and the best pumpkin pie I nearly ever ate. The first American style pie the Boy had ever made. Used deep yellow and orange flowers and orange candles, and everything was nice and went off well.

There are three picture shows to which foreigners go, and the pictures that were in Port Arthur last spring are coming here now. It is quite the thing to sit in the balcony, in fact, one does. There are three shows a day 5, 7, and 9. If you go to the 7 o'clock show, and get there a little late, you either just miss that part, or else buy another ticket and stay for the 9 o'clock show. One may smoke throughout the time, and a vendor sells smokes, candies, etc., and during the show is an Intermission when one may visit the bar downstairs, or sit and visit with friends, and get a good look at every one there.

Then, there are the various cabarets, of course, mostly Russian. There are some good restaurants - the Kavkaz (Russian) where one has the famous Klev cutlets, mushrooms, borscht, and vodka - Italian Restaurant, and the Japanese and Chinese places. One of the most interesting affairs I have been to was early in December - the Caledonian Ball of St. Andres's Society (Scotch). Every one was there - American Naval officers in full dress, as well as the French and Italian, and the British in their famous redcoats, so stiff and prim, the Scotch in their plaids, etc. It was a real show. Several of the dances were the Scotch Reels, to the tune of bagpipes. Then, supper - and they have quite an elaborate ceremony celebrating the cutting of the haggis. It was there I first heard the toast - "To the King, Long Live the King".

The Plant is about six miles toward Shanghai from the city proper and is reached by a brand new highway (considered one of the marvels of modern China). The plant is larger than I had imagined and is very nice. The front of the property is along the River and we have a wonderful view of all that comes and goes. Of course, the banks are walled in just like a seawall. The old Yangtse is certainly powerful. It has a rise and fall of, normally, 40 to 50 feet. Just now, of course, it is low. Along here it is about 2 1/2 miles wide, and the channel is from 100 to 150 feet deep. We are the fartherest inland port in the world and in the summer time, the big tankers, etc. can easily come in, if they have sufficient power to come up against the terrific currents. It takes about 24 hours longer to come up from Shanghai than it does to make the down river trip.

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Page 3 of 3

We have a very nice and comfortable home, two story red brick, eight rooms, two baths, and a sun porch. It is mostly furnished, but Mac has many nice things of his own. We have a well planned flower garden and yard and when I arrived the flowers were lovely. Of course, they are all under snow now. We have a large garden, even to pop corn. It is rarely seen in this country. We had big bowls of it for Christmas and American celery - also a treat - and everyone is still talking about it. We have also goats, chickens, turkeys, geese, and a Pekingese pup "Tex" - who was a gift to me before my arrival here.

We have quite a collection of wedding gifts from the Chinese - embroidered silks, porcelain, a silver shield with our names and a blessing inscribed in Chinese, etc. Also, a lovely carved camphor wood chest, silver fruit bowl, cocktail glasses, etc. We will have some collection when we get all of our things together.

Our Boy is excellent. Mac and I are hoping we will win either the Shanghai or the Irish sweepstakes so we can bring him home with us. He knows his business, is neat and nice looking, and unlike most of his countrymen, he has a little sense of humor and some initiative. I do nothing about the running of this house, and it is a well run establishment. There is also the coolie, who does the cleaning and dishwashing, etc., the fireman, who tends the boiler, the amah, who does the washing, mending, and cleaning and pressing, and the gardener.

Oh, we now have an amah. She arrived yesterday afternoon, but I have not seen her as yet. The boy says she is "proper" amah - can wash and can sew for Missee - but she does not speak English - so doubt if we will get along. We will pay her $15.00 per month - Mex - and she will live here in the servants' quarters. She is supposed to keep all our clothes, do the mending, do little things about the house that the Boy cannot do, and also to sew. $15.00 M. figures to about what it would cost to have two of Mac's suits dry cleaned (which cannot be done in this country decently for any price).

We are having the most gorgeous weather - frosty clear nights, and clear beautifully sunshiny days. The old River is falling, falling each day - it is now about 25 feet below the year's high, and will fall that much more. It is one of the two rivers in the world which has its low during the winter. The other is the Nile. The River is an ever changing picture. I enjoy watching the traffic - river boats of several different companies, gunboats - British, Japanese, Chinese, French, U.S., freighters of all kinds, "lighters" (native barges), all sizes of junks (they are the ones with the sails), sampans, and all kinds of tiny boats. Near the shores there are always dozens of the smaller boats fishing - using all kinds of queer nets - but seldom catching a fish. The river is a muddy color and has a terrific current - and real waves. One must see it to realize what a really huge thing it is.

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Página 1 de 3

Hankow, China-29 de noviembre de 1932

Esta mañana después del desayuno Mac y yo caminamos a pesarnos (pesé 107 ½ el martes pasado y 108 3/4 hoy) y luego empezamos a caminar alrededor del barco de carga, cuando de pronto se aparecen los oficiales del barco militar armado Panay que había anclado junto a nuestra lancha ayer por la tarde. El Panay es un barco militar armado de río que lleva dos cañones de tres pulgadas y ocho ametralladoras montadas. Sólo tiene un fondo de seis pies - lo que le permite navegar en aguas bajas casi en cualquier parte del río. Es un buen barco y pudiera destruir una flotilla china (si tuvieran ellos una) y aunque todo está muy tranquilo en estos momentos en este país tan antiguo, es bueno saber que estos buenos barquitos de río andan dando vueltas por aquí y por allá. Los oficiales tenían interés en ver la planta, entonces se la mostramos de cabo a rabo, y luego abordamos el barco, y ellos nos invitaron a almorzar a bordo e ir hasta la instalación de la compañía Standard con ellos ya que teían que abastecerse de gasolina allá. Pues - así lo hicimos. La instalación de la Standard queda como a una milla hacia Hankow. El señor Pool - el jefe de la Standard - nos recibió en el dique y nos invitó a su casa para unos tragos. Allí nos pasamos un buen rato de visita, y luego regresamos al barco para almorzar. Y - un buenísimo almuerzo. Sopa de vegetales al estilo americano, pavo salvaje con arroz - uno de los marineros había cazado el pavo - con aliño de pasas, calabazas acarameladas, apio con crema al estilo chino, y el mejor helado de chocolate and galletitas bien frescas de nueces, café y nueces. Después, nos enviaron para la casa en su lanchita angosta y afilada de motor. Son unas buenísimas lanchitas. Llegamos a la casa como a las 2:30 - y sólo lo que empezamos a hacer era pesarnos. Pues es así como se nos pasa cada día desde que llegué a esta tierra.

Tenemos un carrito ahora - un Ford - muy bueno - hasta que Betsy llegue. Mac está manejando ahora y es mucho mejor que uno de esos choferes chinos que manejan terriblemente.

Les voy a contar lo que ha estado pasando - el miércoles pasado por la noche fuimos a mi primer banquete chino en la casa del señor Chong - un contratista muy rico, que construyó esta planta. No es muy común recibir invitación a las casas de los chinos - sus banquetes y comidas formales generalmente tienen lugar en un hotel. Nos envió su carro para que fuéramos - y de veras fue muy agradable y nos divertimos mucho. Allí estaban el señor Draper, jefe de ventas de la compañía aquí, el señor Stocker, ingeniero de la compañía de Shanghai, un tal señor Lay - un ingeniero chino, el señor Raymond Wu, socio de negocios del señor Chong, y el señor y la señora Wu - él es ingeniero de la ciudad. Casi todos hablaban inglés bastante bien, especialmente los señores Wu. Todos son muy bien educados y de alta sociedad en China. Su hermano, un joven - docotrado de Princeton - es el alcalde de Hankow. El señor Chong es amabilísimo - gordito, de cara redondita como una luna, y de ojos brillantes negros que denotan gran inteligencia. El es - según el señor Stocker que por 21 años ha tenido negocios con los chinos - uno de los hombres más inteligentes y honesto y justo de toda la China. El traía consigo a su hijo ya casi mayor de edad, dos hijas menores y dos hijos pequeños - pero no a su esposa. Los hijos son muy agradables - y una de las niñas es una pintura perfecta. El los va a traer a nuestra casa para vernos muy pronto, y yo espero que tengamos buen tiempo para poder tomarles una foto. Antes de la cena nos sirvieron té chino, todo tipo de dulces, frutas, etc. - en la sala tipo extranjero. La cena la sirvieron en el comedor tipo extranjero - gracias a Dios - ya que comer sentados en el piso

DOCUMENTO I - "B"

no es muy fácil. Yo casi no les puedo explicar la cena - Dios santo qué comida - no mucho de cada cosa - pero creo que por lo menos 30 platos diferentes. La mayoría de los platos eran de pescado o de carne - patos, pollos, res, diez clases diferentes de pescados, aletas de tiburón, piel de pescado, sopa de nidos de pájaros, bambú, camarones, por Dios que no sé ni lo que comimos. Oh, y salsa de almendras molidas en la cual se hundían estos pastelitos hechos de harina de arroz sin cocinar rellenos con algo muy dulce. Luego, el último y más importante de los platos fue un tazón de arroz - y les aseguro que aquí saben cocinar el arroz - y pollo salcochado. Naturalmente, la comida entera se comió usando palitos, con la excepción de algunos platos asopados para los cuales se proveyeron cucharas. Los platos se sirven en fuentes grandes en el medio de la mesa y cada cual se sirve de este plato. Oh, en cada puesto colocaron platillos de almendras y semillas de melón, y un vaso de brandi. Todos usaron sus palitos menos yo - aunque yo los usé un poco, pero ellos me proveyeron muy agraciadamente un tenedor - pues así pude comer. Cada ratito un sirviente trae para cada uno toallas bien calientes y humeantes con vapor, las cuales se usan para limpiarse las manos y los labios, si es necesario. Todo les parecerá muy desorganizado, pero en realidad no es tan malo como suena, y la comida la preparan magníficamente. Después de la comida - más té, caramelos, etc. Me encantaron todos los chinos a quienes conocí allí y pasé una noche maravillosa. También comimos uno de los pavos de Mac, y quedó delicioso - con todos los aderezos, y el pastel de calabazas más delicioso que he comido. El primer pastel al estilo americano que nuestro sirviente ha preparado. Usé flores de color amarillo oscuro y anaranjadas y velas anaranjadas, y todo quedó precioso y salió muy bien.

Hay tres cines a los que asisten los extranjeros y las películas que vimos en Fort Arthur la primavera pasada ya están llegando aquí ahora. Es algo interesante sentarse en el balcón pues, de hecho, uno se sienta en el balcón. Hay tres funciones al día, a las 5, 7, y 9. Si se va a la función de las siete, y se llega tarde, o se pierde parte de la película o se puede comprar otro boleto y quedarse a la función de las 9. Se puede fumar todo el tiempo, y hay vendedores de cigarros, caramelos, etc., y durante la función hay un intermedio y se puede visitar el bar que queda en el piso de abajo, y platicar con sus amigos, y ver quiénes están allí.

Entonces, hay también varios cabarets, claro, la mayoría rusos. Hay algunos restaurantes muy buenos - el Kavkaz (ruso) donde se comen los famosos cortes de carne Klev, cetas, caldo y vodka - restaurantes italianos y restaurantes japoneses y chinos. Una de las fiestas más interesantes a las que he asistido tuvo lugar en diciembre, al principio del mes - el Baile de los Caledonios de la Sociedad de San Andrés (escocés). Todo el mundo asistió - oficiales navales americanos con sus uniformes, los franceses, italianos e ingleses con sus famosos sacos rojos, tan elegantes y tersos, los escoceses con sus faldas plegadas, etc. Fue una verdadera función. Algunos de los bailes fueron escoceses, tocados con las gaitas escocesas. Después, la cena - con una ceremonia muy elaborada celebrando la preparación de una comidad escocesa que se cuece en una bolsa, generalmente el estómago de una oveja, y que contiene el corazón, los pulmones y el hígado de la oveja con muchos otros ingredientes. Fue allí donde oí por primera vez el brindis "Al Rey, Que Viva el Rey".

La planta queda como a seis millas hacia Shanghai desde la misma ciudad y allí se llega por una autopista muy nueva (considerada como una de las maravillas de la China moderna). La planta es mucho más grande de lo que me había figurado y es muy bonita. El frente de la

DOCUMENTO I - "B"

Página 3 de 3

propiedad da al río y por eso vemos todo lo que va y viene. Claro, las orillas tienen altas paredes, como un malecón. El antiguo río Yangtse es por seguro bien poderoso. La marea sube y baja, normalmente, de 40 a 50 pies. En estos momentos tenemos marea baja. Aquí al frente, el río mide como 2 1/2 millas de ancho, y el canal mide como de 100 a 150 pies de profundidad. Somos el puerto más río adentro del mundo y en el verano, los enormes tanques, etc. pueden llegar hasta aquí con facilidad, si tienen motores lo suficiente potentes para ir río arriba en contra de las corrientes terríficas. Río adentro generalmente se lleva más de 24 horas que río afuera desde Shanghai.

Tenemos un hogar muy agradable y muy cómodo, una casa de dos pisos de ladrillos rojos, ocho cuartos, dos baños, y un portal de sol. La casa ya venía amueblada pero Mac tiene muchas cosas bonitas de él aquí. Tenemos un jardín de flores muy bien planeado y cuando yo llegué las flores estaban preciosas. Claro, en este momento todo está cubierto de nieve. El jardín es bastante grande, grande lo suficiente hasta para cultivar el maíz. Por aquí casi no se cultiva el maíz. Comimos enormes tazones de maíz el día de Navidad y también apio americano - algo muy especial - y todo el mundo todavía charla de nuestra cena navideña. Tenemos también chivos, pollos, pavos, gansos, y mi perrito Pekinés "Tex" - que fue uno de los regalos que me hicieron antes de llegar aquí.

Tenemos una colección enorme de regalos que nos hicieron los chinos - sedas bordadas, porcelana, un escudo de plata con nuestros nombres inscritos, y una bendición también inscrita en chino, etc. También un precioso cofre de madera del alcanforero tallada, un tazón para frutas de plata, vasos para tragos, etc. Vamos a tener tremenda colección de cosas cuando lo reunamos todo junto.

Nuestro sirviente es excelente. Mac y yo estamos deseando ganarnos ya sea la lotería de Shanghai o la lotería irlandesa para poder traérnoslo para los Estados Unidos con nosotros. El sabe muy bien lo que hace, es muy limpio y bien parecido, y muy al contrario de todos sus compatriotas, tiene un pequeño sentido del humor y un poco de iniciativa. Yo no me encargo de nada en lo que respecta a la casa, y puedo decir que la casa funciona muy bien. También tenemos al trabajador, que se encarga de la limpieza y de fregar los trastes, etc., el bombero, que se encarga de calorífero central, la "amah", que lava la ropa, la zurce, limpia y plancha, y el jardinero.

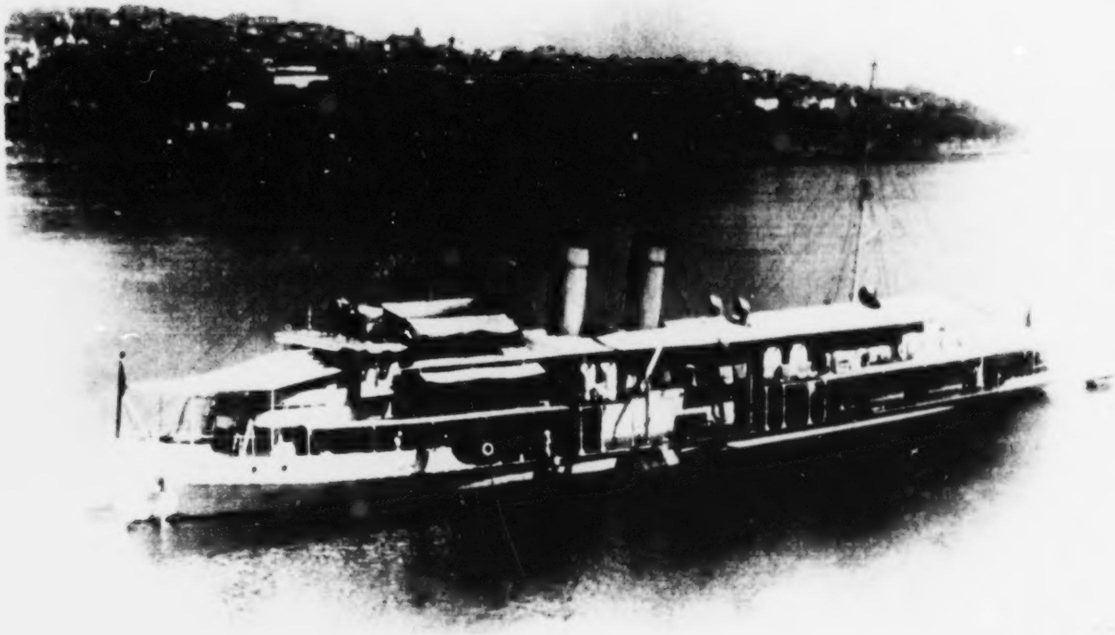
Oh, ahora tenemos una "amah". Ella llegó ayer por la tarde, pero todavía no la he conocido. El sirviente dice que ella es un ama "propiamente" - puede lavar y coser para mí, su ama - pero no habla inglés - pues por eso dudo mucho que nos entendamos. Le vamos a pagar $15.00 al mes - Mex - y ella va a vivir aquí en la parte de la casa dedicada a los sirvientes. Se supone que ella se encargue de toda nuestra ropa, puede zurcir, y ayudar al sirviente con las cosas que él no puede hacer, y también la costura. $15.00 M. viene a ser como lo que costaría si dos de los trajes de Mac fueran a la tintorería (aunque en este país no se puede confiar en lo que las tintorerías hacen por ningún precio).

El clima que estamos teniendo por ahora es espléndido - noches claras y heladas, y bellísimos días claros y soleados. El viejo río tiene cada día la marea más baja - y la marea es ahora como 25 pies bajo el punto más alto del año, y todavía bajará otra cantidad igual. Es uno de los únicos dos ríos del mundo que tiene la marea más baja durante el invierno. El otro río es el Nilo. El río cambia constantemente. A mí me encanta mirar el tráfico que pasa por el río -

DOCUMENTO I - "B"

Página 3 de 3 - continuación

barcos de río de diferentes compañias, barcos armados - ingleses, japoneses, chinos, franceses y americanos, barcos de carga de todo tipo, barcos típicos de aqui, lanchas de todos los tamaños (estas llevan velas), lanchitas y todas clases de barquitos pequeños. Cerca de las orillas siempre hay docenas de pequeños barquitos de pesca - pescando con redes muy extrañas - pero casi nunca pescando nada. El río es de color lodizo y tiene unas corrientes terríficas - con verdaderas olas. Uno de veras tiene que verlo para darse cuenta lo totalmente enorme que es.



Support Document - 7B
"USS Panay" (PR-5) at Summer Moorings,
Chungking, Szechuan Province, China,
August, 1932.   NH 54765

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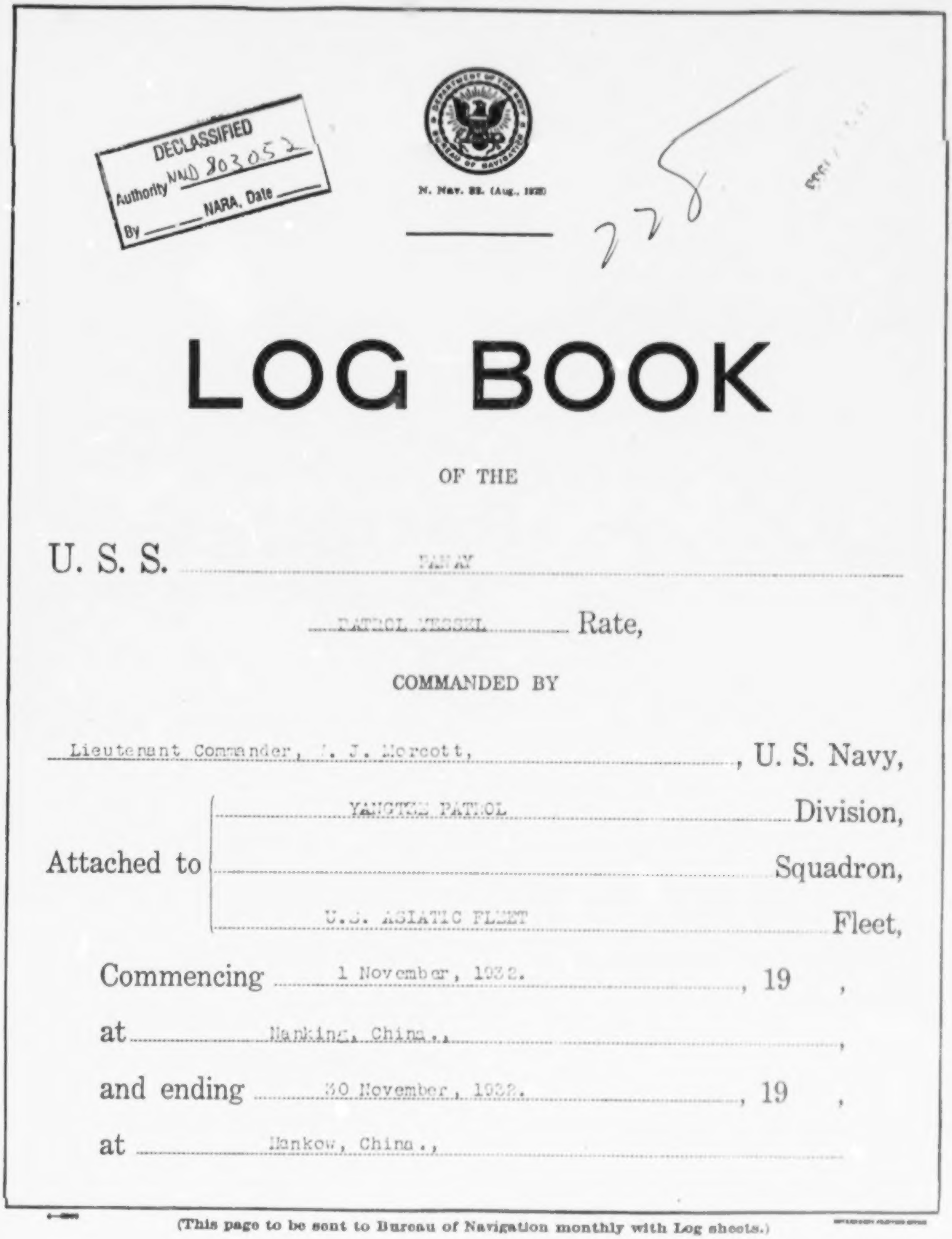

DECLASSIFIED
Authority NND 803052
By ______ NARA, Date ______

N. Nav. 32. (Aug., 1929)

228

LOG BOOK

OF THE

U. S. S. PANAY

PATROL VESSEL Rate,

COMMANDED BY

Lieutenant Commander, [illegible] J. Morcott, U. S. Navy,

Attached to YANGTZE PATROL Division,
Squadron,
U.S. ASIATIC FLEET Fleet,

Commencing 1 November, 1932. , 19 ,
at Nanking, China.,
and ending 30 November, 1932. , 19 ,
at Hankow, China.,

(This page to be sent to Bureau of Navigation monthly with Log sheets.)

Support Document - 7B (a)
Excerpt from the "USS Panay" Log Book

UNITED STATES SHIP PANAY Tuesday 9 November, 19[illegible].
(Day) (Date) (Month)

ZONE DESCRIPTION -8

REMARKS.

DECLASSIFIED
Authority NND 803052
By ______ NARA, Date ______

0 to 4
Moored starboard side to Texaco Pontoon five and a half miles below Hankow, China with the following 5/8" wire lines, bow, bow breast, forward bow spring, forward quarter spring and stern line. Boiler #2 in use for auxiliary purposes.

J G Urquhart
J. G. URQUHART, Lieutenant (jg), U.S. Navy.

4 to 8
Moored as before. At 0620 hunting party of three men left the ship. At 0720 a Japanese gunboat passed down-bound, name unknown.

J G Urquhart
J. G. URQUHART, Lieutenant (jg), U.S. Navy.

8 to 12
Moored as before. Made routine daily inspection of magazines and smokeless powder samples, conditions normal. At 1000 hunting party returned aboard. At 1055 completed all preparations for getting underway. At 1124 underway on various courses at various speeds for Standard Oil Co. pontoon. Captain at the conn, pilot and navigator on the bridge. At 1135 moored starboard side to Standard Oil Co. lower pontoon at mileage four below Hankow with the following 5/8" wire lines, bow, bow breast, forward bow spring, forward quarter spring and stern line. At 1140 secured the main engines. #2 boiler in use for steaming purposes.

J G Urquhart
J. G. URQUHART, Lieutenant (jg), U.S. Navy.

12 to 16
At 1330 M/T I'FUNG passed standing down river. At 1349 completed preparations and commenced fueling; draft upon commencing fueling 5'-0½". At 1415 [illegible] passed standing upriver. At 1538 completed fueling having received 26,411 gallons of Bunker B fuel oil from Socony, Hankow, China; draft on completion of fueling 7'-1½".

E L Hackney
[illegible] HACKNEY, Lieutenant, U.S. Navy.

16 to 20
Moored as before.

E L Hackney
[illegible] HACKNEY, Lieutenant, U.S. Navy.

20 to 24
Moored as before.

E L Hackney
[illegible] HACKNEY, Lieutenant, U.S. Navy.

Approved: [illegible] J. MORCOTT,
Lieutenant Commander, USN,
Commanding.

Examined: E L Hackney
[illegible] HACKNEY,
Lieutenant, U. S. N., Navigator.

(Original (ribbon) copy of this page to be sent to Bureau of Navigation monthly.)

Support Document - 7B (b)
Excerpt from the "USS Panay" Log Book

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USS *Panay* was representative of the new gunboats. She was named after one of the larger islands in the Philippines. An earlier gunboat in the Philippines had also carried that name. Aboard her, duty was among some of the best. *Panay* and a sister ship, *Oahu*, had been built in 1927 from identical plans and specifications at Kiangnan Dock & Engineering Works in Shanghai. Chinese shipyard workers had predicted a bad time for *Panay* because she had experienced a fire during construction and had stuck on the ways at launching. But once afloat, all seemed to go well. Both ships were specially designed for the Yangtze and were little fit for any other service, even coastal patrol. Their hulls were low to the water and their drafts were shallow—about five and a half feet forward and aft. Their bottoms were completely flat, without a trace of a keel running beneath the hullplates. They could ground on a Yangtze sandbar as harmlessly as a soap dish and could be dragged or floated off equally easily. Seen at a distance running at flank speed in the river, one of the gunboats might appear to be a sinking ship, with deck apparently at water level and a captain intent on driving her under in one last, grand gesture. But resting at anchor, all gleaming white paint and glistening mahogany, *Panay* and the others looked commodious and even stylish. And when "dressed" with flags from bow to stern for a national holiday, she could cut a knobby enough figure to have run with the brokers' yachts at a Harvard-Yale boat race.

Panay was lightly armed for a ship of war. But gunboats as a class were spawned by a certain damned-if-I-care-if-the-natives-are-restless approach to imperialism; they were only intended to fight against an enemy seriously outgunned from the start. On a platform forward and slightly below the bridge, and again on the open upper deck above the stern, *Panay* carried 3-inch guns. The guns were mounted behind steel splinter shields thick enough to deflect rifle fire even at close range; sniping from ashore by bandits was a common danger. Both guns, however, were capable of elevating to a vertical position for defense against aircraft.

Panay's upper deck was a spacious tropical veranda that her crew called the Palm Gardens. It ran nearly the length of the ship one level above the hull and provided a roof for most of the main-deck cabins. On each side of the upper deck about midship were placed .30-caliber Lewis antiaircraft machine guns, eight in all. These were also behind heavy, oblong splinter shields that looked a bit like upended water troughs. Each gun mounted a simple ring sight of World War I vintage. But a good gunner had to have a skeet shooter's instinct for a wing shot if he were to score a hit on anything moving much faster than a river pirate's junk.

Support Document - 8B
Excerpt from The Panay Incident
by Hamilton Darby Perry
Macmillan, 1969

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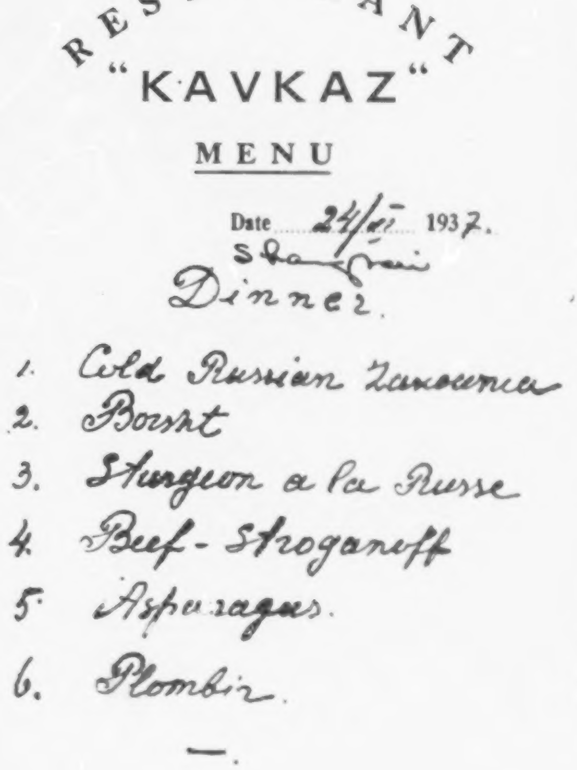


RESTAURANT
"KAVKAZ"

MENU

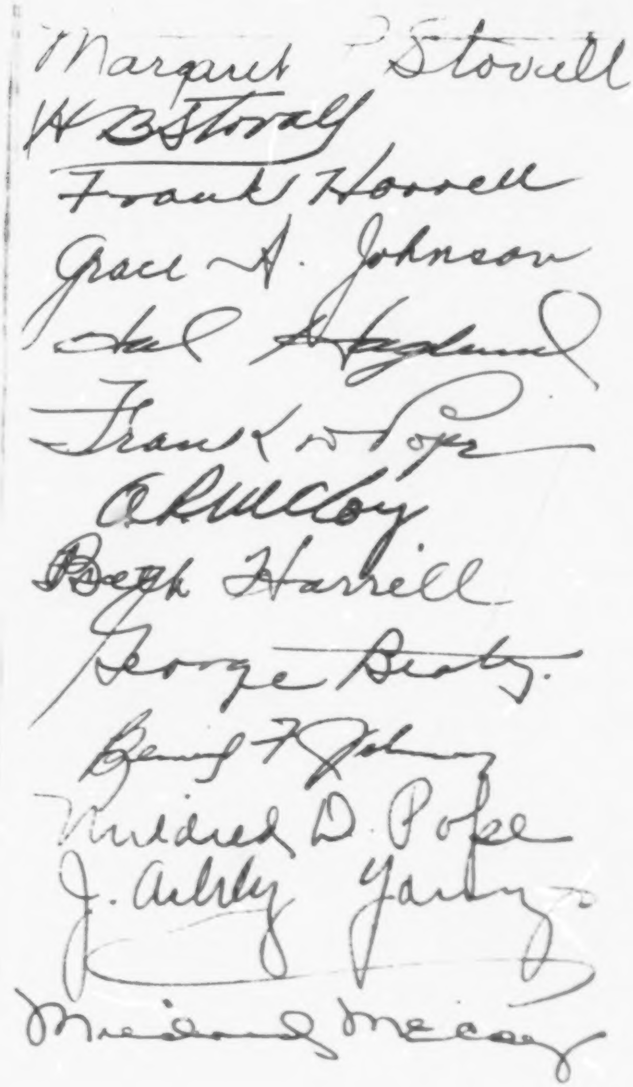
Date 24/XI 1937.

Shanghai

Dinner.

1. Cold Russian Zakouska
2. Borsht
3. Sturgeon a la Russe
4. Beef-Stroganoff
5. Asparagus.
6. Plombir.

—.



Margaret Stovall
H B Stovall
Frank Horrell
Grace A. Johnson
Hal Haglund
Frank W Pope
O K McCoy
Beth Harrell
George Beatty.
Benj F Johnson
Mildred D. Pope
J. Ashley Yantis
Mildred McCoy

Support Document - 9B
Kavkaz Restaurant Menu
(Side One)

(Side Two)

Support Document - 10B
Texas Company Plant, Hankow, China

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Support Document - 11B
Mildred S McCoy shown with her Boy's son holding her pekingese puppy. "Tex"

WORKSHEET
PRIMARY SOURCE DOCUMENT I-"B"

Vocabulary

1. U.S.S. Panay
2. pontoon
3. draws (as used)
4. motor sampan
5. "Betsy"
6. "squarest-shooting"
7. borscht
8. bagpipes
9. "redcoats"
10. "Scotch in their plaids"
11. haggis
12. annamite
13. Sikhs
14. pewter
15. mission school
16. The Plant
17. rise and fall (as used)
18. camphor
19. Amah
20. Mex (money)
21. junks
22. sampan

Geography

1. Hankow
2. Port Arthur, Texas
3. Wuchang
4. Han River
5. Princeton, New Jersey
6. Foochow
7. Peiping
8. Swatow
9. Chansha
10. Hangang

DISCUSSION PROMPTS

1. Plan and describe a meal you would prepare for an important foreign visitor coming to your home. (Oral - each cooperative group produce response).

2. A meal is described. Would you choose to eat the shark's fin, the fish skin, or the bird's nest soup? Describe what you think your choice would look and taste like.

3. Immigrants to America often live in the same neighborhood in a city. Why do you believe they do? (Panel presentation)

TEMAS PARA DISCUTIR

1. Planee y describa una gran comida que usted prepararía para un dignatario extranjero muy importante que fuera de visita a su casa. (Oralmente - cada grupo de estudiantes trabajando cooperativamente prepara un reporte).

2. En la lectura anterior se describe una enorme cena. ¿Le hubiera gustado a usted comer aletas de tiburón, piel de pescado, o sopa de nido de pájaros? Describa cómo cree usted que estos platos parecerían y a qué tendrían gusto o sabor.

3. Los inmigrantes en América (los Estados Unidos) frecuentemente viven en el mismo vecindario o barrio dentro de una ciudad. ¿Por qué cree usted que esto ocurre? (Presentación de miembros de un panel).

DOCUMENT I - "I"

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Manila, P.I.
Wednesday, Aug. 25, 1937

Dearest Folks:

Please don't be surprised at this letter. The typewriter seems to be slightly Spanish, and I don't know where to start or what to say. So much has happened in the past two weeks.

First of all, I am well as can be, and very comfortable here with friends.

I had a personal cable from Mac last night assuring me he would leave the minute it seemed advisable. Actually, our plant is in the quietest district around Shanghai - entirely away from everything except a British oil terminal. An American destroyer is stationed at our plant - which is of course, one of the most expensive American investments in Shanghai. So - if things get bad Mac and the other boys can just hop right on the gunboat. Then, they have a doctor, supplies, everything right there, too. He is really much better off than the men up in Shanghai. The Boy is there and will stay as long as Mac does. All our things are packed and even if Mac should leave, a guard of Marines will probably stay on the property, and the Boy would stay, too. I should hate to lose the things we have, but if we do, we just do - that's all.

It just makes me sick, though, to think of Shanghai being wrecked so. It is such a fascinating city, and holds so many memories for us, and seemed, of course, almost like home. I could weep when I think of it. It just does not seem possible that all this has really happened to Shanghai, of all places. What they are thinking of, I can't imagine. The whole thing seems like a mad dream. Goodness knows what either side imagines they are gaining by destroying that city. Japan has my undying disgust, and yet the Chinese are not blameless. Enough of that.

I think the thing that has upset us all the most is not so much our personal danger, but the fact that such a thing can happen. We call ourselves civilized! Rot. Anything seems to go these days - just so it isn't labeled by its correct name. But, war is war - on the spot - no matter what the world may decide to call it.

Now, let's see. I'll start back a way and bring this up to date. I'll get this on the Clipper - and hope it arrives safely.

Two weeks ago tomorrow - the 12th - Grace Johnson and I went in to Shanghai to the hotel as Mac insisted. For a week before that most of the area we had to drive through to get to the terminal was under military guard and we didn't like being stopped so much. Then, on the 11th about 15 Japanese war ships came into the harbor, and we didn't like riding the launch on the river with them sitting about. So - we were stranded. Mac insisted that he and the other men could travel quicker and faster if necessary, if we girls were safe in the city. True - of course, except it didn't work out that way. We followed a hunch - and sold our car that week, and got a good price for it. Two days after we sold it, the Chinese 88th Division moved into Kiangway district where our garage was - and confiscated everything. So - we are that much to the good, anyway.

I took most of our clothes in with me and went to Cathay Mansions - a residential hotel in Frenchtown. The Boy had started packing our things the day I left and we thought we might send some of them down to Hong Kong on the first boat we had going there. Friday was quiet - that

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DOCUMENT I - "I"

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was the 13th. During the night, the firing started down toward Woosung. It sounded like thunder away in the distance. We went up to the Park hotel and watched the firing and several fires which had started in Chapei. All week thousands upon thousands of Chinese had been pouring into the Settlements from the Chinese sections of the city. Poor things. Even standing room off the streets was selling at a premium, and good prices soaring, of course. As usual - the poor were between the devil and the deep blue sea. We had a small typhoon blowing - did I tell you? In fact, I think that helped take our minds off war developments to such an extent that everything seemed to have happened at once. I stayed in that day until about 3 o'clock writing some letters, mostly. Was nervous from the wind howling and the distant firing, so decided to walk over to Elsie Pilcher's - about 4 blocks. She was alone with the baby. I had been in the house about 10 minutes, when planes started operations over the city. We went to the windows of her bedroom and watched them. Her apartment is on the 11th floor and nearly the whole side toward downtown Shanghai is plate glass windows. Well, we stood there and watched those two bombs land downtown - one near the Cathay Hotel and the other in front of the Nanking theater. Of course, we couldn't tell the location as it was about three miles away, but we knew they landed in the Settlement. I decided I had better get back to where I belonged just in case - so I walked back to the hotel - close to the buildings so I could dart inside if the planes came overhead. The silly Chinese, though, simply flocked into the streets and stood gazing, openmouthed. A bomb dropped on any street in the city couldn't help but kill hundreds. When I got back to the hotel, Beth Harrell's chauffeur was there - said Missie said bring clothes and come her homeside quick. I flew upstairs and packed a bag and went - and stayed with them until we left Shanghai. Grace Johnson and Herbert were staying at Mildred Pope's house. Her husband was in Singapore and she was alone, with year old baby. They all came over, too. The Marshall's, other Company people, live in the same apartment building, so we divided up. It was quite a stew - everyone telephoning, and people coming in to discuss the situation. Everyone upset and no one knowing what to do next. The American Consulate issued orders to be ready to evacuate quickly - but we all knew there were no ships in to go out on. And, none of us wanted to leave our husbands behind. I'd still rather be there than here. Mac came in for a few hours Sunday afternoon, the last time I've seen him. We received orders to go out on the "President Jefferson" late Monday afternoon. The Company decided to take no chances and send all our women and children out. The boat sailed Tuesday morning. We were allowed only one suitcase apiece, and believe me, that called for thinking - which none of us were doing very well. As a result, we arrived in Manila with the queerest assortments! So - Tuesday morning we all started forth. Some of our Company men took us all down to the tender. The "Jefferson" was away outside the harbor - nearly a two hour ride on the tender, and it was just packed and jammed, and the river was so rough as there was a strong wind blowing. It was a miserable ride for everyone. We all regretted starting out, I think, more than ever. Anyway, we finally arrived and got safely aboard the ship. There were Japanese gunboats all about us. The ship was pretty well filled with regular passengers, and adding 330 some odd women and children didn't help matters. Of course, there

DOCUMENT I - "I"

Page 3 of 3

were not nearly enough cabins to go around, and women with small babies got those. They set up cots on the enclosed decks and in several of the social rooms. There were people, and clothes, and babies bottles and diapers all over everything. All of us without children made ourselves as useful as possible, and I suddenly realized along about 10 o'clock that night that I didn't have even a blanket, much less a cot. Well, for awhile it looked like a case of just too bad. One of the girls I knew slightly, though, had been assigned a tiny little cabin with her 8 year old boy. So - she said if I could help her figure out a place to put him, I could have the other bed. So - we got busy and finally got some cushions and blankets together and fixed him up. I finally rested in style. I also helped in the Purser's office with the lists for the Red Cross, etc. Everyone on that boat was busy, believe me. There were four shifts in the dining rooms for every meal. In fact, the place seemed to be filled all the time.

We came into the harbor here Friday afternoon, and there was lots of red tape, of course. We all took injections, which took a long time. It was about seven o'clock before we finally docked. The Company Manager here had cabled us our assignments, so I was expecting to stay with the Moseley's. I was surprised, then, to be greeted by Helen and Jim Giffin and informed that I was staying with them...

...We hadn't been in the house ten minutes when the earthquake started. Well, that was the last straw. I had never felt one before, and it took me a split second to realize what in the world was happening. We were upstairs. Helen ran for the babies, and so did I. Jim was downstairs and up he came, too. So we stood there in the doorways into the hall. This is a big wooden house, and nothing happened to it, but my, did it rock. Truly, it just swung from side to side.

DOCUMENTO I - "I"

Página 1 de 3

Manila, P.I.
Miércoles, 25 de agosto, 1937

Queridos Todos:

Por favor de no sorprenderse de esta carta. La máquina de escribir parece tener un poco de español, y no sé ni dónde empezar ni qué decir. Han pasado tantísimas cosas en las últimas dos semanas.

Primero que nada, estoy tan bien como se puede estar, y muy cómoda aquí con amigos.

Tuve un cable personal de Mac anoche asegurándome que él saldría el mismo instante que fuera aconsejable. De hecho, nuestra planta queda en el distrito más tranquilo de los alrededores de Shanghai - totalmente lejos de todo menos de un muelle inglés de petróleo. Un barco de guerra americano ha anclado al frente de nuestra planta - la cual es una de las inversiones más costosas americanas en Shanghai. Por eso - si las cosas se ponen malas Mac y los otros empleados pueden refugiarse en el barco de guerra. Entonces, tienen un médico, abastecimientos, y todo ahí mismito, también. El se encuentra mucho mejor que los otros empleados de Shanghai. El sirviente se encuentra allá y se quedará mientras Mac permanezca allá. Todas nuestras cosas están empaquetadas e incluso si Mac tiene que salirse, un contingente de marineros probablemente permanezca en la propiedad, y el sirviente también se quedaría. Me disgustaría perder las cosas que tenemos, pero si las perdemos, pues las perdemos - y eso es todo.

Me pone bien disgustada, sin embargo, pensar que la ciudad de Shanghai está siendo destruida como lo está. Es una ciudad fascinante, y guarda tantas memorias para nosotros, y casi parece, claro está, como si fuera la ciudad de nuestro hogar. Casi me pongo a llorar cada vez que pienso de todo esto. Es que no parece posible que todo esto esté pasando en realidad aquí en Shanghai, de todos los lugares del mundo. No puedo imaginarme qué es lo que está pasando. Todo parece ser una horrible pesadilla. Sabrá Dios qué es lo que los combatientes creen que están ganando al destruir la ciudad. El Japón recibe todo el disgusto que puedo sentir, y sin embargo los chinos tampoco dejan de ser culpables. Bueno, basta de todo esto.

Creo que lo que más me ha afectado no es nuestro peligro personal, sino el hecho de que cosas tan horribles puedan ocurrir. ¡Y nos creemos civilizados! Caramba. Todo parece ser aceptado hoy en día - mientras que reciba otro nombre menos el nombre correcto. Pero la guerra es la guerra - aquí mismo - no importa lo que el mundo decida llamarla.

Bueno, a ver. Empezaré por lo que aconteció hace poco y luego les indico lo que viene pasando hasta hoy mismo. Espero poder echar esta carta en el Clipper - y espero que les llegue sin dificultad.

Hace dos semanas mañana - el día 12 - Grace Johnson y yo fuimos a Shanghai al hotel, tal como insistió Mac. Por una semana antes de ese día la mayoría del área por donde teníamos que pasar para llegar a la terminal estaba bajo guardia militar y no nos gustaba que nos detuvieran tantas veces por el camino. Entonces, el día 11 como unos 15 barcos de guerra japoneses entraron en la bahía, y no nos gustó tener que navegar por el río y tener que pasar por entre ellos. Pues - estábamos encallados. Mac nos insistía que él y los otros empleados podrían viajar más rápido y velozmente si fuera necesario, si nosotras las esposas estuviéramos en la ciudad fuera de peligro. Es verdad - claro está, excepto que así no funcionó la cosa. Tuvimos un presentimiento

DOCUMENTO I - "I"

Página 2 de 3

- y vendimos nuestro carro esa semana, y nos dieron buen dinero por él. Dos días después de venderlo, la División 88 china se localizó en el distrito de Kiangway donde quedaba nuestro garaje - y lo confiscaron todo. Pues - por lo menos no perdimos nada, de todos modos.

Yo me llevé casi toda nuestra ropa y me fui a la Mansión Cathay - un hotel residencial en el barrio francés. El sirviente había empezado a empacar nuestras cosas el día que yo me fui y pensábamos que podríamos enviar alguna ropa para Hong Kong en el primer barco que fuera hacia allá. El viernes se pasó tranquilamente - el día 13. Durante la noche, el tiroteo empezó hacia la vecindad de Woosung. Parecía como si fueran rayos y relámpagos lejos en la distanica. Nosotros fuimos al hotel Park y desde allí vimos el ataque y varios fuegos que habían empezado en Chapei. Toda la semana miles y miles de chinos habían estado refugiándose en el barrio de Settlements, viniendo del barrio chino de la ciudad. Pobrecitos. Los precios de todos los alojamientos estaban por las nubes y casi no había espacio ni para estarse de pie, claro. Como de costumbre - los pobres siempre se quedan estancados entre el diablo y el mar azul. Teníamos un huracán que soplaba fuertemente - ¿les dije? De hecho, el huracán nos ayudó a olvidarnos de la guerra hasta el punto que nos parecía que todo estaba pasando al mismo instante. Yo no salí sino que me quedé escribiendo cartas hasta las 3, más bien. Estaba nerviosa del viento soplando y del bombardeo a la distancia, así que decidí ir a casa de Elsie Pilcher - como a las cuatro. Ella estaba solita con el bebé. Había llegado a la casa hacia como 10 minutos, cuando de pronto los aviones empezaron a bombardear la ciudad. Nos asomamos a las ventanas de su habitación y los vimos. Su apartamento queda en el piso 11 y casi todo ese lado que da hacia el centro de Shanghai tiene ventanas de cristal. Bueno, pues ahí nos quedamos mirando esas dos bombas que habían caído sobre el mero centro de la ciudad - una cerca del Hotel Cathay y la otra en frente del teatro Nanking. Claro, no podíamos decir con exactitud el punto donde cayeron las bombas porque estábamos como a tres millas de distanica, pero sabíamos que habían caído sobre la vecindad de los Settlement. Yo decidí regresar a mi punto de partida por si acaso - así que me encaminé de nuevo de regreso al hotel - pegadita a los edificios de modo de poderme refugiar dentro de ellos si veía un avión volando por encima. Los tonto de los chinos, sin embargo, simplemente corrían a las calles y estaban mesmerizados vislumbrando el cielo, asombrados con la boca abierta. Si una bomba hubiera caído en cualquier calle de la ciudad hubiera matado a centenares. Cuando regresé al hotel, el chofer de Beth Harrell estaba allí - y me dijo que su ama me pedía que agarrara ropa y fuera a su lado bien pronto. Corrí a mi cuarto, empaqué algunas cosas y me fui - y estuve con ellos hasta que salí de Shanghai. Grace Johnson y Herbert estaban en la casa de Mildred Pope. Su esposo se encontraba en Singapore y ella estaba sola, con su bebito de un año. Todos ellos también vinieron a estar con nosotras. Los señores Marshall, otros empleados de la Compañia, viven en el mismo edificio de apartamentos, entonces nos dividimos. Era una confusión total - cada cual telefoneando, y la gente visitando y discutiendo la situación. Todos estaban bien disgustados y nadie sabía qué hacer. El Consulado Americano ordenó que todos estuviéramos listos para evacuar rápidamente - pero todos sabíamos que no había ningún barco en el muelle que nos pudiera sacar de allí. Y ninguna de nosotras queríamos separarnos de nuestros esposos. De hecho yo preferiría estar allá que aquí. Mac vino por unas horas el domingo por la tarde, la última vez que lo he visto. Recibimos la orden de embarcarnos en el "Presidente Jefferson" tarde en la tarde del lunes. La Compañia decidió no esperar más y no arriesgarse y

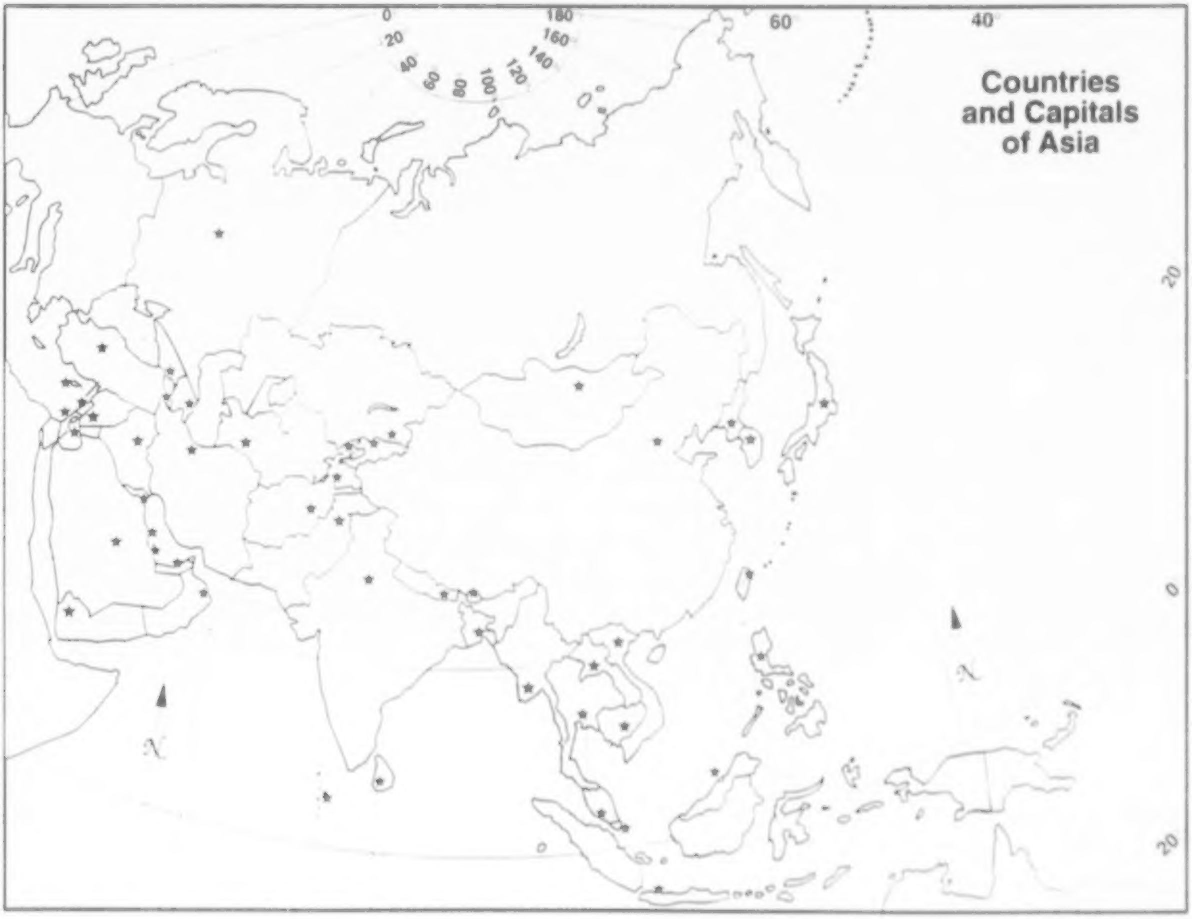
DOCUMENTO I - "I"

Página 3 de 3

embarcar a todas las mujeres y los niños. El barco zarpó el martes por la mañana. Sólo nos permitieron una maleta por persona, y me lo pueden creer, tuve que pensarlo todo muy bien - lo cual ninguno de nosotros lo podía hacer debidamente. Como resultado, ¡llegamos a Manila con la ropa más extraña que puedan imaginarse! Pues - el martes por la mañana todos emprendimos la marcha. Algunos de los empleados de la Compañía nos llevaron en un barco de abastecimientos hasta el buque. El "Jefferson" estaba anclado fuera de la bahía - casi un viaje de dos horas en el buque de abastecimientos, y de veras iba repleto y todo muy confuso, y el río estaba tan picado pues había un fuerte viento que soplaba duro. Fue un viaje bien miserable para todos. Todos lamentábamos haber emprendido la marcha más que nunca, yo creo. De todos modos, por fin llegamos al barco y abordamos sin peligro. Había barcos de guerra japoneses por todos los alrededores. El barco llevaba un cargamento regular de pasajeros, y añadir más de 330 mujeres y niños de nosotros de veras fue contra producente. Naturalmente, no había suficientes camarotes para todos, y las madres con niños pequeños recibieron todas las cabinas. A los demás nos prepararon camillas en los puentes cubiertos y en varias salas. Había gente, y ropa, y biberones y pañales por todas partes. Nosotros los que no teníamos niños tratamos de ayudar lo más posible, y yo de pronto me di cuenta como a eso de las diez de la noche que no tenía ni camilla ni manta, ni nada. Bueno, por un rato parecía que no había tenido suerte. Una de las muchachas a quien yo conocía un poco, sin embargo, le habían asignado un pequeñísimo camarote para ella y su niño de 8 años. Entonces - ella me dijo que si la podía ayudar a prepararle un lugarcito para que el niño durmiera, yo podía acostarme en la otra cama. Pues - nos ocupamos y encontramos unos almohadones y unas mantas y juntas lo acomodamos. Por fin yo pude descansar bien. También ayudé en la oficina del barco con la lista para la Cruz Roja, etc. Todos en ese barco íbamos bien ocupados, me lo pueden creer. Había cuatro turnos en los comedores para cada comida. Pues casi parecía que todo el barco iba lleno por todas partes.

Llegamos a la bahía de aquí el viernes por la tarde, y había mucho papeleo, claro está. Nos tuvimos que inyectar todos, y eso se demoró mucho. Eran como más o menos las siete cuando por fin desembarcamos. El jefe de la Compañía aquí nos había enviado un cable con nuestras acomodaciones, pues yo debería de quedarme con la familia Mosley. Me sorprendí, pues, de recibir la bienvenida de Helen y Jim Griffin, y de ser informada que me tenía que quedar con ellos.....

.....Pues no habíamos estado en la casa ni diez minutos cuando empezó el terremoto. Pues ya no pude aguantarme más. Nunca había experimentado un terremoto antes, y me llevó sólo un brevísimo instante para darme cuenta de lo que estaba pasando. Estábamos en el piso de arriba. Helen corrió por los bebito y yo también. Jim estaba en la planta baja y subió las escaleras, también. Pues allí estábamos a la puerta del pasillo. La casa es enorme y de madera, y nada le pasó, pero, Dios mío, cómo se meció. De veras, se tambaleaba de lado a lado.



Countries and Capitals of Asia
0
20
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160
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Figure 3. *Countries and Capitals of Asia*

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Support Document - 131
Shanghai, China
Garden Bridge, Shanghai, packed with refugees heading into the relative sanctuary of the international settlement to avoid being caught in the war zone
circa August 12, 1937 NH77814
Courtesy of VADM M.L. DEYO, USN(RET)

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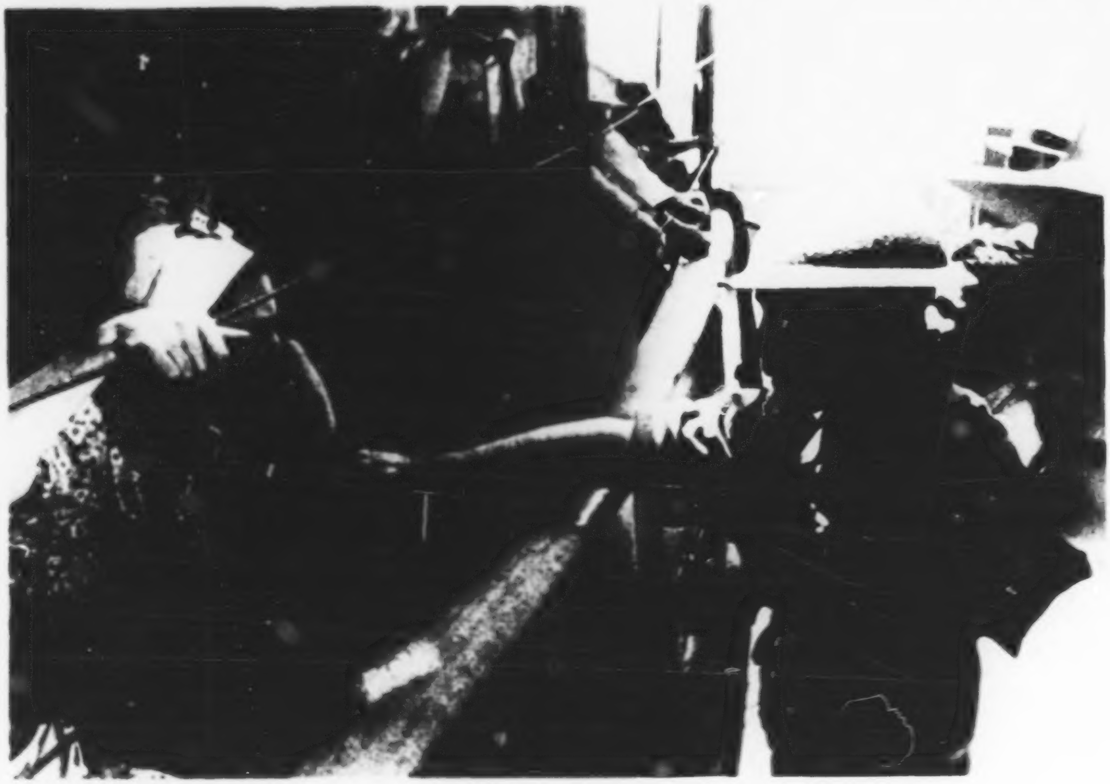

Support Document - 14I

Shanghai, China

A member of the volunteer corps says goodbye to his wife, on the customs jetty, Shanghai, on or about August 17, 1937, during the evacuation of Neutral Nations' Nationals' Dependents to safer ports

Courtesy of RADM. J. P. WALKER, USN(RET.)

NH 77887

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WORKSHEET
PRIMARY SOURCE DOCUMENT I-"I"

---

1. What was the writer saying in the following: "We call ourselves civilized! Rot. Anything seems to go these days - just so it isn't labeled by its correct name..."

2. Are any events occurring in our world now that would cause one to question how civilized humans really are?

3. What would you do if, at lunch tomorrow, planes began flying over your town/city dropping bombs (non-nuclear)?

4. How do you interpret the statement "as usual, the poor were 'between the devil and the deep blue sea'"?

5. How could you make yourself useful to the sick and injured if your school became a Red Cross center?

HOJA DE TRABAJO

1. ¿Qué quería decir la escritora cuando comentaba: "¡Y nos creemos civilizados! Caramba. Todo parece ser aceptado hoy en día - mientras que reciba otro nombre menos el nombre correcto......"

2. ¿Ocurren en estos momentos en nuestro mundo algunos eventos que nos obliguen a preguntarnos si los humanos son de veras civilizados?

3. ¿Qué haría usted si, mañana durante el almuerzo, algunos aviones volando sobre su ciudad o su pueblo empezaran a bombardear su ciudad con bombas que no fueran atómicas?

4. ¿Cómo interpretaría usted esta frase: "....Como de costumbre - los pobres siempre se quedan estancados entre el diablo y el mar azul."?

5. ¿Cómo pudiera usted ayudar a los enfermos o heridos si su escuela se convirtiera en un centro de emergencia de la Cruz Roja?

DOCUMENT I - "J"

Page 1 of 1

Manila, P.I.
September 1, 1937

Dearest McCoys:

...I had two letters from him today - written Aug. 19th and 22nd. They were a long time arriving, but I was glad to have them just the same. Of course, much has happened since then, but he is still well, and according to today's report from them, things in Shanghai are much quieter. The gunboat "Parrott" is guarding our plant - it is a destroyer with 7 officers and 116 men. We knew the Commanding officer in Hankow. Mac says he feels very safe with them there - and they are good company, and will provide him and his men with food should their supplies run low. Also, the ship's doctor is there in case any one should be hurt or get sick. Actually Mac is much better off than the men up in the city. Of course, I am sure you read that on Wednesday - 25th - the Chinese fired on the "Parrott" - and so endangered the plant, too. The boat moved away at once to draw the fire away from the plant, but returned when things quieted down. So far as I have been able to learn, no damage was done. At least, I am quite sure no one was hurt. It was a mistake on the part of the Chinese, of course, and surely won't happen again...

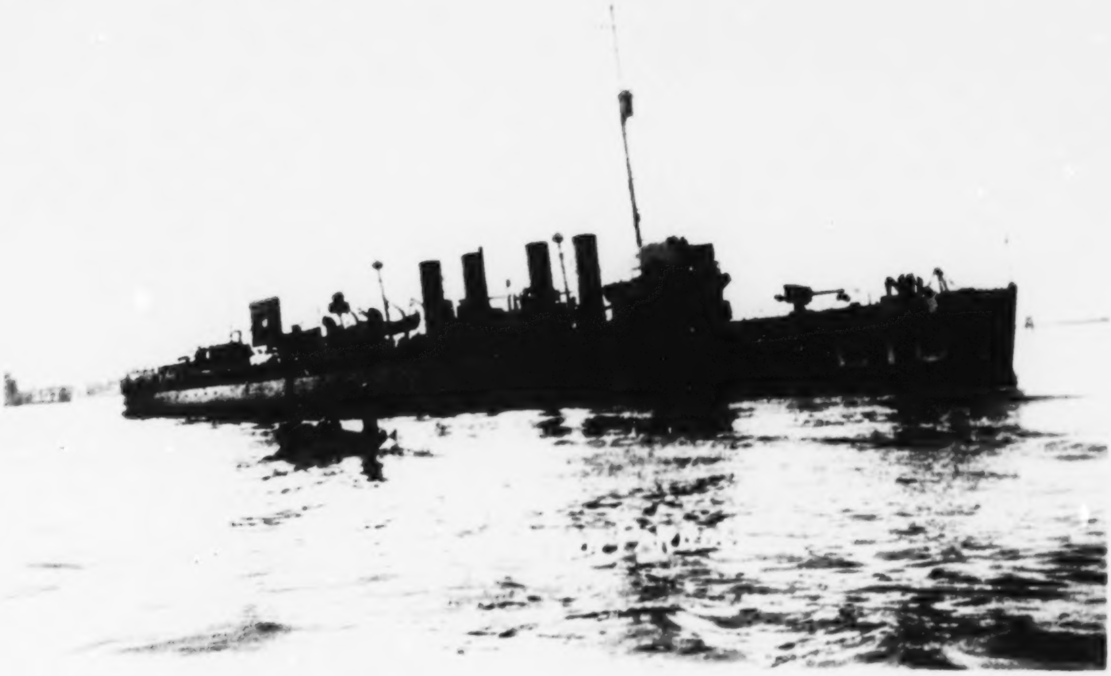
DOCUMENTO I - "J"

Página 1 de 1

Manila, P.I.
Primero de septiembre de 1937

Muy queridos suegros McCoy:

.......Hoy tuve dos cartas de él - escritas el 19 y el 22 de agosto. Se demoraron mucho en llegar pero me siento feliz de haberlas recibido de todos modos. Naturalmente, mucho ha pasado desde entonces, pero él está todavía bien, y según el reporte de hoy de ellos, las cosas en Shanghai están mucho más tranquilas. El barco de guerra "Parrott" está protegiendo nuestra planta - es un barco cazatorpedero con 7 oficiales y 116 hombres. Conocimos al comandante de la fuerza en Hankow. Mac dice que se siente muy seguro con ellos allá - y ellos son buena compañía, y los abastecerán a él y a los empleados si sus abastecimientos escasean. También, el médico del barco está allá en caso de que alguien se lastime o se enferme. De hecho Mac está mucho mejor que los demás hombres que están en la ciudad. Claro está, estoy segura que ustedes leyeron que el miércoles - el 25 - los chinos balacearon el buque "Parrott" - y pusieron en peligro la planta, también. El buque se alejó inmediatamente para que el ataque no afectara la planta y luego volvió cuando ya todo se había calmado. Que yo sepa, no hubo daño que reportar. Por lo menos, estoy segura que nadie fue herido. Estoy segura que fue un error por parte de los chinos, y que seguramente no ocurrirá otra vez.....



Support Document - 15J
USS Destroyer Parrott
Shanghai, China
Circa August, 1937

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Support Document - 16J
USS Parrott (DD-218)
At Texaco Dock, Gough Island, downstream from Shanghai Proper alongside mooring pontoon. View taken from USS Parrott DD-218. Circa August, 1937
Courtesy of RADM. J.P. Walker, USN (RET.) - NH 77860

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DOCUMENT I - "K"

Page 1 of 1

Colombo
February 7th, 1938

My dearest Sweets:

We had our "Victoria" ham baked for lunch. Mac bunkered the "Victoria" the other day - was warmly greeted by the various stewards, etc. and the Chief Steward gave him a lovely big hunk of ham. It was so good. Also - unpacked one box from China Saturday - mostly all my preserves, etc. Mac took a good nap, then we had tea with the Coltons and went to a 6 o'clock show. Saw the Universal film of the bombing of the "Panay" -- that was simply awful--- and "Captains Courageous", which I enjoyed.

Bye, and much love, Did

DOCUMENTO I - "K"

Página 1 de 1

Colombo
7 de febrero de 1938

Muy queridísimos amores:

Nos comimos nuestro jamón "Victoria" preparado al horno en el almuerzo. Mac tuvo que pasarse una noche durmiendo en la litera del barco "Victoria" el otro día - y todos los camareros lo saludaron muy cariñosamente, etc. y el mayordomo le dio un enorme pedazo de jamón bien bonito. Y qué sabroso. También desempaqué una de las cajas de la China el sábado - mayormente todas mis jaleas, etc. Mac se durmió una buena siesta, entonces tomamos té con los señores Colton y a las 6 fuimos a la función de cine. Vimos la película de Universal sobre el bombardeo del barco "Panay" -- eso fue algo horroroso--- y también vimos "Capitanes de Valor" que me gustó mucho.

Adiós, y mucho cariño, Did

The Panay Incident

THE POLISHED BRONZE plaque in the tiny wardroom said simply:

USS PANAY

Mission

For the protection of American life and property in the Yangtze River Valley and its tributaries, and the furtherance of American good will in China.

Support document - 17K
"The Panay Incident"
Hamilton Darby Perry

Support Document - 18K
USS Panay (PR-5)
Gunners fire back at attacking Japanese planes, December 12, 1937, on the Yangtze River between Nanking and Wuhu, China. Gunner at right is CBM E.R. Mahlmann, USN, who went to his battle station minus his pants. NH 50815

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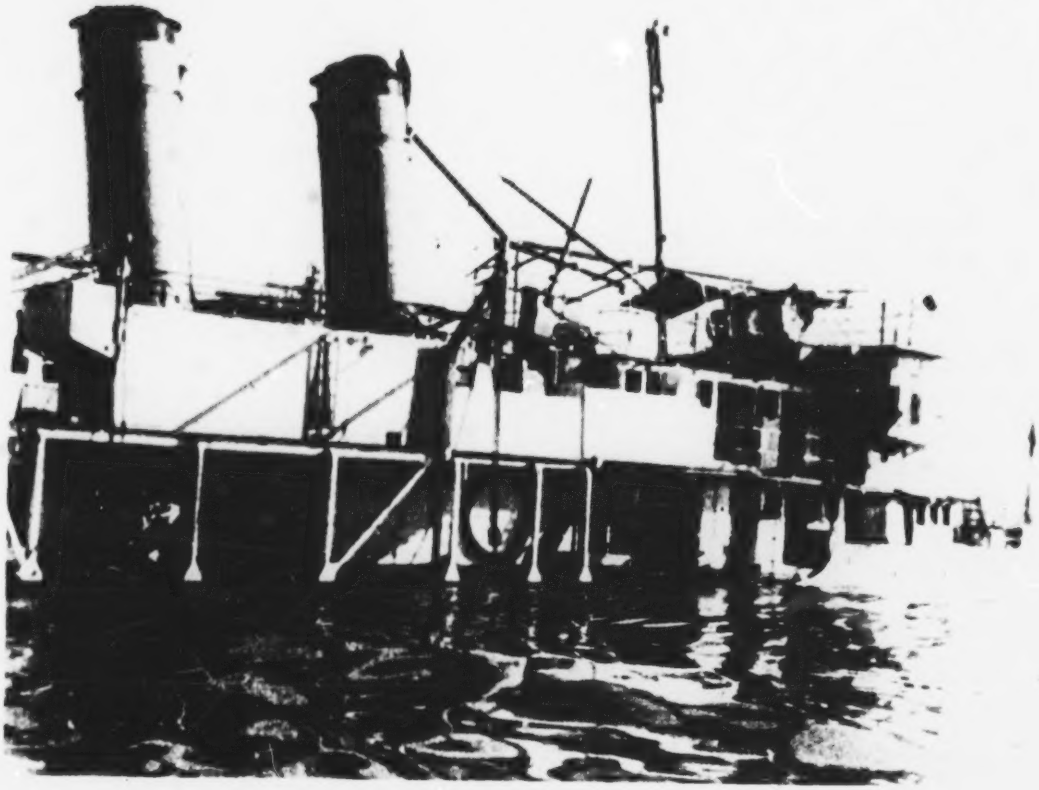

Support Document - 19K
USS Panay (PR-5)
View of the ship with her main deck awash, as she sinks in the Yangzte between Nanking and Wuhu, China, December 12, 1932, after being bombed by Japanese planes. NH 50807

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Support Document - 20K
USS Panay (PR-5)
View of survivors in the bamboo thickets along the Yangzte River, where they had fled after the Panay was sunk by Japanese planes on December 12, 1937   NH 50818

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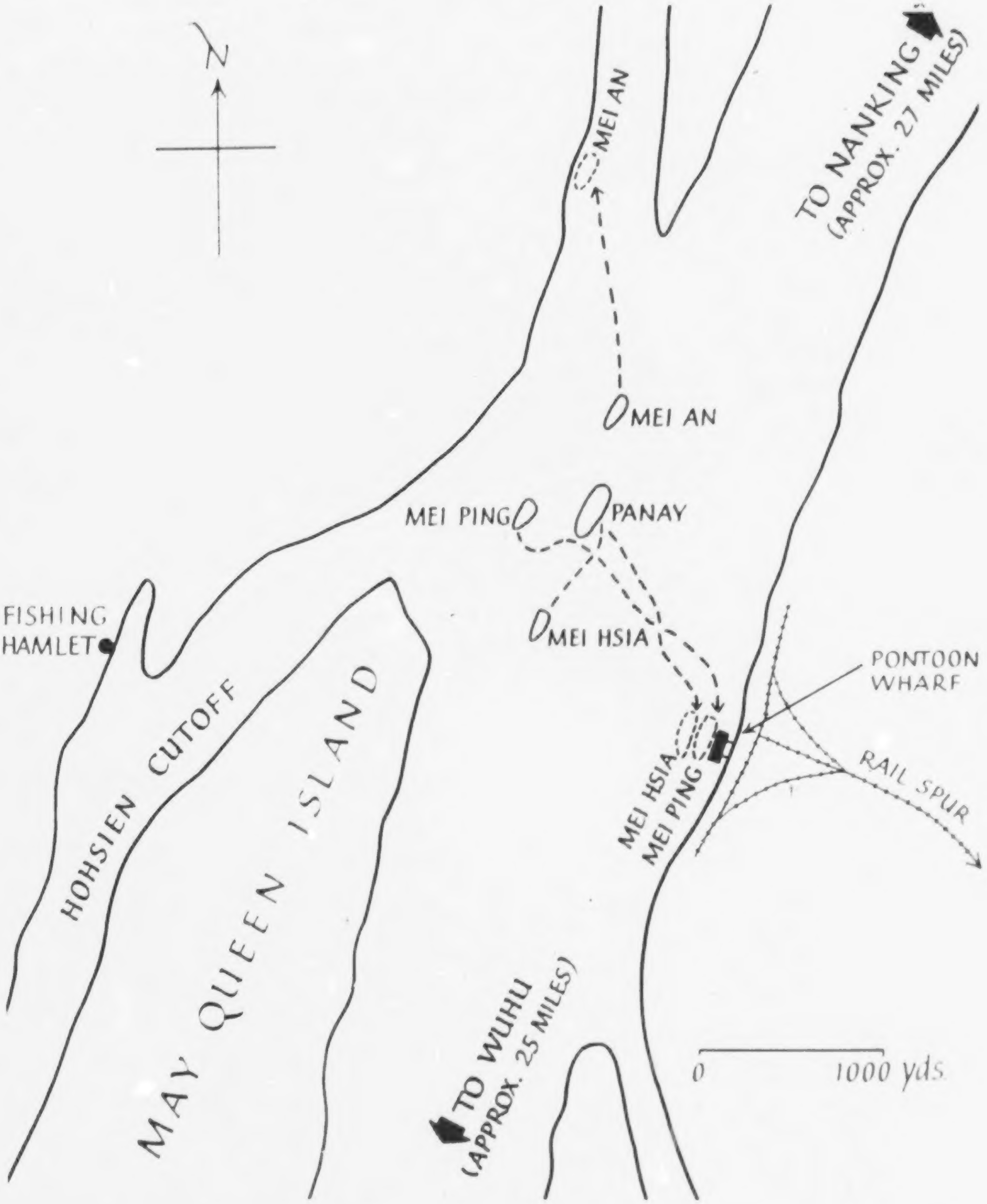

N
MEI AN
TO NANKING
(APPROX. 27 MILES)
MEI AN
MEI PING
PANAY
FISHING
HAMLET
MEI HSIA
PONTOON
WHARF
RAIL SPUR
MEI HSIA
MEI PING
HOHSIEN CUTOFF
MAY QUEEN ISLAND
TO WUHU
(APPROX. 25 MILES)
0
1000 yds.

Support Document - 21K
Map displaying position of the USS *Panay*
when bombed by Japanese planes.
Taken from *The Panay Incident* *by H.D. Perry*

FROM: COMMANDER IN CHIEF ASIATIC FLEET
TO: COMMANDER YANGTZE PATROL 12 DECEMBER 4:33 PM

PANAY UNHEARD SINCE 1342. WHAT IS NATURE OF CASUALTY. ARE YOU IN CONTACT WITH PANAY VIA BRITISH.

FROM: COMMANDER YANGTZE PATROL
TO: COMMANDER IN CHIEF ASIATIC FLEET 12 DECEMBER 5:05 PM

NO COMMUNICATION SINCE 1335 WHEN DURING PANAY TRANSMISSION NITE DISPATCH SIGNAL CEASED. BRITISH ENDEAVORING DETERMINE NATURE CASUALTY. BUT BELIEVE NO BRITISH SHIP NOW WITHIN SIGHT.

Supporting Document - 22K (a)
Radio Signals
State/War Department
National Archives

FROM: U.S.S. LUZON
TO:SECSTATE WASHINGTON, AMERICAN EMBASSY PEIKING
12 DECEMBER 10 PM

COMMANDER YANGTZE PATROL HAS BEEN UNABLE TO CONTACT PANAY SINCE 1335 TODAY. AM INFORMED THAT JAPANESE ARMY FORCES HAVE ORDERS TO FIRE UPON ALL SHIPS ON RIVER. IN VIEW OF WHAT HAPPENED TO BRITISH NAVAL VESSELS NEAR NANKING AND AT WUHU TODAY, PLEASE ASK TOKYO TO MAKE URGENT REPRESENTATIONS TO FOREIGN OFFICE AND TO NOTIFY IT OF WHEREABOUTS OF PANAY AND STANDARD OIL COMPANY SHIPS LOADED WITH AMERICAN REFUGEES, LAST REPORTED ANCHORED AT MILEAGE TWO TWENTY ONE ABOVE WOOSUNG. PEKING REPEAT URGENT TO TOKYO. SENT TO DEPARTMENT PEKING AND INFORMATION COMMANDER IN CHIEF ASIATIC FLEET.

NELSON T. JOHNSON
U.S. AMBASSADOR

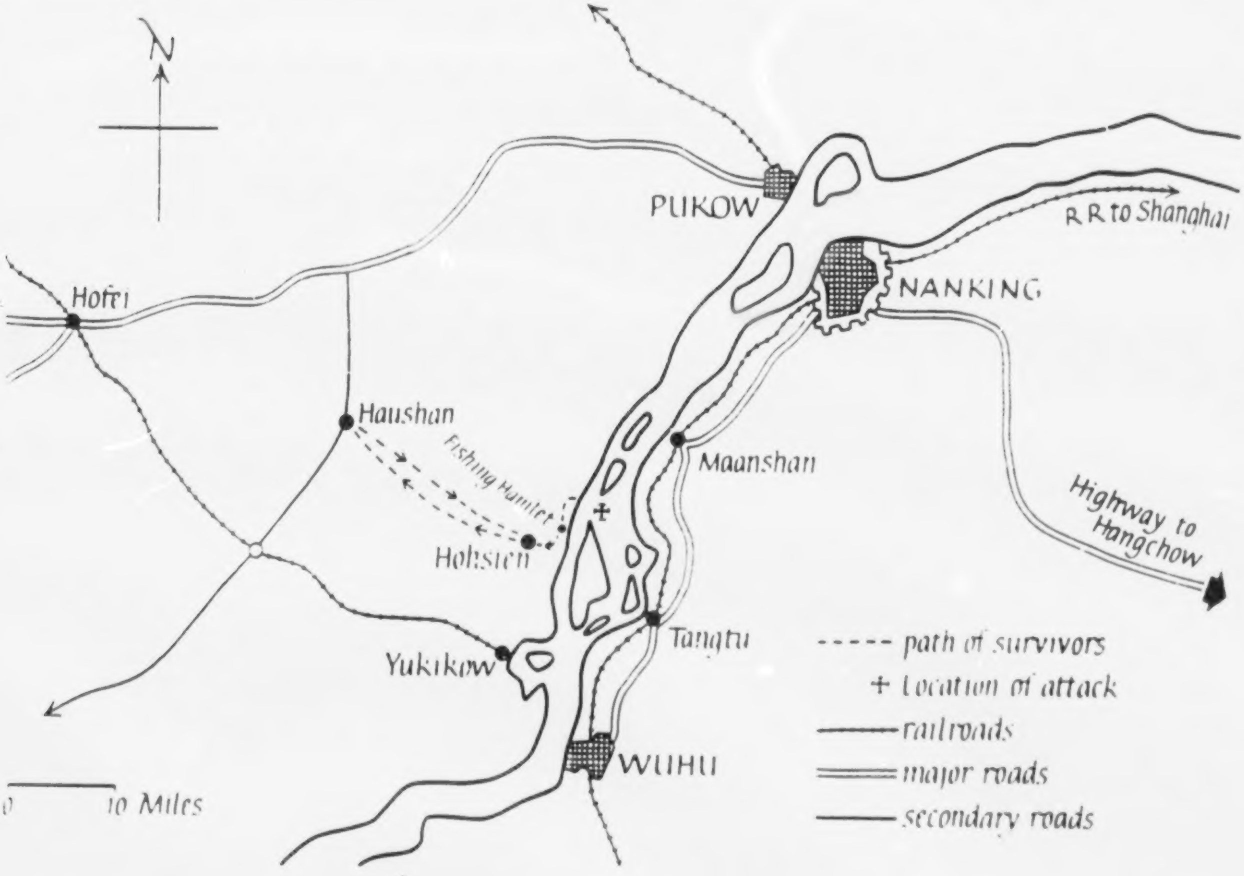
Supporting Document - 22K (b)
Radio Signals
State/War Department
National Archives

U-R-G-E-N-T

FROM: COMMANDER YANGTZE PATROL
TO: COMMANDER IN CHIEF ASIATIC FLEET
INFORMATION: U.S.S. OAHU 13 DECEMBER 10:03 AM

MESSAGE RECEIVED BY TELEPHONE FROM NANKING. PANAY BOMBED AND SUNK AT MILEAGE 221 ABOVE WOOSUNG. FIFTY FOUR SURVIVORS, MANY BADLY WOUNDED, NOW ASHORE AT HOH-SIEN ANHWEI. HMS BEE WILL PROCEED THIS POINT TO ASSIST AND BRING SURVIVORS TO WUHU. USS OAHU FUELING KIUKIANG PREPARATORY DEPARTING WUHU. NAMES OF PERSONNEL LOST NOT KNOWN. ATCHESON SAFE. CAPTAIN HAS BROKEN LEG. FURTHER INFORMATION WILL BE FORWARDED WHEN RECEIVED.

Supporting Document - 22K (c)
Radio Signals
State/War Department
National Archives


N
PUKOW
R R to Shanghai
NANKING
Hofei
Haushan
Fishing Hamlet
Hohsien
Maanshan
Highway to Hangchow
Tangtu
Yukikow
WUHU
0 10 Miles
---- path of survivors
+ Location of attack
railroads
major roads
secondary roads

Support Document - 23K
Map displaying path the survivors of the USS Panay took after their ship was bombed by Japanese planes. Taken from The Panay Incident by H.D. Perry

Perhaps one other radio signal should be added that might properly be part of this sequence of events. On another Sunday, almost four years to the day after *Panay* went down, this message would be dispatched to all U.S. Navy ships and stations around the world from the radio room of the commander in chief of the Pacific Fleet at the Naval Submarine Base, Pearl Harbor.

0800 AIR RAID ON PEARL HARBOR. THIS IS NO DRILL.

Support Document - 24K
Radio Signal: Pearl Harbor
State/War Department

WORKSHEET
PRIMARY SOURCE DOCUMENT I-"K"

1. Where is Colombo?

2. What are the responsibilities of a Chief Steward?

3. The "Panay" was discussed in a previous primary source document. What was said about the ship?

4. What happened to the U.S.S. "Panay"? Describe in detail.

HOJA DE TRABAJO

1. ¿Dónde queda Colombo?

2. ¿Cuáles son las responsabilidades del mayordomo de un barco?

3. El barco "Panay" se discutió en otro documento de las fuentes primarias.
   ¿Qué se dijo sobre este barco?

4. ¿Qué le ocurrió al barco "Panay"?
   Describa en detalles.

Appendix A

An Introduction to Sources for the Study of History

Dr. Amanda Podany

Introduction

Historians regularly make a distinction between primary and secondary sources. Primary sources are the written documents that provide direct evidence of the period being studied; secondary sources are interpretations and syntheses of primary sources. Examples of primary sources might be treaties, proclamations, philosophical treatises, letters, plays, chronicles, contracts, newspaper reports, diaries, even shopping lists or tax records. Textbooks are considered to be secondary sources, as are other books and articles about history...

Types of Primary Sources

When speaking of primary sources, one tends to be speaking of documents, and these do indeed make up the greatest proportion of the source materials used by historians. Documents fall into a number of categories. Public documents include such items as congressional records, royal inscriptions, peace treaties, censuses, codes of law, diplomatic correspondence and so on. These are the documents that can be found in state archives and tend to shed light on politics, the government, international relations, and such like. Private documents include personal letters, diaries, and other personal records. These are often harder to find, unless the author was a prominent public figure, in which case his or her records were probably bequeathed to a library, often at a university. Personal documents from "average citizens" can tell us a great deal about society, giving us insights into matters such as family structure, relations between men and women, possibilities for social mobility, and daily life...

...One needs to be cautious, however, in using works of literature to illuminate historical periods. If the work is modern and purports to describe life long ago, there is a good chance that the author has invented a past that suits the story, rather than portraying the past as a historian would see it. Works such as these are clearly not primary sources. They may be wonderful stories, but they cannot be analyzed for insights into history.

Religious writings also enrich our understanding about the past. Parts of the Bible can be considered to be a primary source for the history of the ancient Israelites, and they give us particular insights into the religious views of men and women of that civilization. In the same way the Analects of Confucius and the Koran are primary sources for understanding Confucianism and Islam. Hymns and legends tell us about the beliefs of the people for whom they were sacred literature.

Non-written sources are also vital for the reconstruction of history. These include buildings, objects, and works of art that have remained in use or continued to be appreciated since they were made, along with those that have fallen into disuse and been rediscovered sometimes through archaeological excavation). For the history of the last century, photographs, films, and videos can all be analyzed as primary sources. All aspects of the material environment tell us something about the history of the time that produced them, from huge temples such as the Parthenon in Athens to small household pots and utensils; from famous works of art to mass-produced coins.

Historical Critique of Sources

No primary source can be automatically taken at its face value; each must be subjected to criticism in order to assess its value for the reconstruction of the history of its period...

Interpretation of Primary Sources

Interpreting primary sources can be an excellent way to increase historical understanding in the classroom. Understanding a primary source is based upon asking the right questions of the text and analyzing it on a deeper level than that of a simple summary of the contents.

Interpretation first involves criticism of the document. A student should ask, among other possible questions: **What kind of document is this? For whom was it written? What may have been the author's purpose in writing? Has the format been changed in translation (from poetry into prose, for example)?** Then the students can ask **what the document tells us about the time in which it was written.** For this purpose, details that may not initially seem informative may yield interesting insights when analyzed.

To demonstrate this type of analysis; suppose you are teaching a sixth grade class about the relationship between ancient Egypt and its neighbors during the New Kingdom. The following text could be used for analysis:

> Copy of the tablet of silver which the great chief of Hatti, Hattusilis, caused to be brought to Pharaoh by the hand of his messenger...in order to beg peace from the Majesty [Ramses II]... bull of rulers, who makes his boundary where he will in every land...Behold, Hattusilis, the great chief of Hatti, has made himself a treaty with [Ramses] the great ruler of Egypt, beginning with this day, to cause to be made good peace and good brotherhood between us forever...[provisions of the treaty follow].
> As to these words which are upon this tablet of silver of the land of Hatti and the land of Egypt, as to him who shall not keep them, a thousand gods of the land of Egypt shall destroy his house, his land, and his servants. But he who shall keep these words...be they Hatti, or be they Egyptians, and who do not neglect them, a thousand gods of the land of Egypt will cause him to be healthy and to live, together with his house and his land, and his servants.
>
> From an Egyptian-Hittite treaty, ca. 1270 BCE

Begin with questions concerning the text itself. Clearly it is a treaty between two kings. The first paragraph shows that this particular version is an Egyptian copy of a tablet sent to Egypt by the king of Hatti. The purpose of the treaty itself seems to have been to promote peace between the two lands. In the introduction, however, you might sense a certain amount of propaganda on the part of the pharaoh in publicizing the treaty (he portrays himself as the king "who makes his boundary where he will in every land"). The text was also important enough to warrant being inscribed on a silver tablet.

Next, what does the treaty tell us about Egypt and Hatti in the thirteenth century BCE?

They were in diplomatic contact, and for some reason (not immediately obvious from this text) were striving for a peaceful relationship. These facts are clear from a quick reading of the text. To look in more detail: How was the diplomatic correspondence carried out? At least in one instance it was by "messenger" (which brings up interesting questions of whether the messenger spoke Egyptian, Hittite, or both, and how he traveled between the two lands).

How powerful were the kings themselves? Pharaoh's claim to "make his boundary where he will" is perhaps negated by the very need for this treaty, but the fact that the two kings alone seem to have been responsible for the peace suggests they were powerful monarchs who could act on behalf of the peoples of their respective lands.

How was the treaty to be enforced? The only threat specified or implied in the treaty against anyone who broke its terms is phrased as a divine curse. This brings up some interesting points about the religion. There were "a thousand gods" of both Egypt and Hatti; both lands had polytheistic religions. Both kings also seem to have had faith not only in their own gods but in those of the other land as well (the gods of both lands are expected to act jointly in vengeance against anyone who disobeyed the treaty).

Was the treaty binding in only a general way on the two parties or was it specific? Someone who disobeyed was described as transgressing the "words which are on this tablet"; the stress on the very words suggests that the treaty was precisely and carefully worded with specific provisions.

Finally, can we get any sense of what were considered to be important things in life at this time period? The last clause, the curse, gives us a clue. By obeying the treaty, a man could expect (by the grace of the gods) to "be healthy and to live, together with his house, and his land and his servants." The emphasis is put on a man's health and on his property, perhaps the things that were chief in importance to an Egyptian or a Hittite of this time. Why not his family? This might be a point at which the problem of a translation arises. The word for "house" in Egyptian, as in many languages, contains a second meaning of "family," a meaning that is rarely used in English. From this translation, the sense is lost. However, the fact that the state of peace between the kings is described as "brotherhood" suggests that family relationships must have been important and trusted.

This short text has therefore given us a number of insights into ancient Egypt and Hatti, their relationship to one another, their religions, monarchies, and cultures. This type of analysis can be done on any primary source text, ancient or modern. Exercises like this allow students to act as historians; they should not simply trust that the narrative history presented in the textbook is true. In working with primary sources they can formulate their own interpretations of the past. All the meanings will not become obvious to them at once but, through discussion and analysis, obscure points will become clearer. In primary sources they can read the words of men and women who loved hundreds, even thousands, of years ago. Their words are alive and fascinating, and they speak to us as vividly as they spoke to people of their own times.

...Primary sources hold an innate fascination for all of us. Who would not enjoy reading the diary of a woman who made the westward journey across the United States in a covered wagon, or a sixteenth century letter from a king of the Congo to the king of Portugal to protest the practices of Portuguese slave traders in his land? Documents of this type are readily available for students to read and study; they bring the history of any period alive, populating the historical landscape with real personalities and bringing up issues that still resonate with us today.

Dr. Amanda Podany has given the author of "Student Validation of Primary Source Documents" verbal permission to omit segments of her "An Introduction to Sources for the Study of History" for use in this document. The concluding paragraph of Dr. Podany's, Introduction is inserted as the close for this paper.

Apéndice A

Una Introducción a las Fuentes para el Estudio de la Historia

Dra. Amanda Podony

Introducción

Los historiadores generalmente distinguen entre las fuentes primarias y las fuentes secundarias en el estudio de la historia. Las fuentes primarias son los documentos escritos que proveen evidencia directa sobre el período histórico que se estudia; las fuentes secundarias son las interpretaciones y las sinopsis de las fuentes primarias. Como ejemplos de fuentes primarias se pueden citar los tratados, las proclamaciones, las ideas filosóficas o las declaraciones sobre filosofía, cartas, dramatizaciones, crónicas, contratos, periódicos, diarios, y hasta listas de mandados o comprobantes de impuestos. Los libros de texto se consideran como fuentes secundarias, así como libros sobre historia y artículos que aparecen en los libros de historia....

Tipos de Fuentes Primarias

Cuando se refiere a fuentes primarias, generalmente se habla de documentos, y, de hecho, los documentos se consideran las fuentes primarias más usadas por los historiadores. Los documentos pertenecen a diferentes categorías. Los documentos públicos incluyen las actas de las acciones del congreso, las inscripciones reales, los tratados de paz, el censo, códigos legales, correspondencia diplomática, y muchos más. Estos son los documentos que se encuentran en los archivos estatales y sirven para explorar hechos sobre la política, el gobierno, las relaciones internacionales, y otros eventos como ésos. Los documentos privados incluyen cartas personales, diarios, y otros documentos personales. Estos documentos son más difíciles de encontrar a menos que el autor o la autora de estos documentos sea una persona de gran importancia pública, en cuyo caso generalmente todos sus papeles se les entrega como herencia a una biblioteca o a una universidad para que se estudien. Los documentos personales de los "ciudadanos comunes y corrientes" nos pueden explicar muchísimo más sobre la sociedad, permitiéndonos saber los detalles sobre la estructura familiar, las relaciones entre hombres y mujeres, la posibilidad de avance social, y la vida diaria.....

.....Se debe tener precaución, sin embargo, al usar las obras literarias para examinar un período histórico. Si se trata de una obra literaria moderna que describe la vida hace muchos años, es muy posible que el autor o la autora haya inventado un pasado histórico que le conviene a fin de desarrolar su cuento, en vez de recontar el pasado tal y como lo examinaría y describiría un historiador. Las obras literarias no son, por esa razón, fuentes primarias. No se les niega su valor como cuentos magníficos, pero no se les puede considerar como fuentes de detalles históricos.

Los escritos de tipo religioso también contribuyen a nuestra comprensión del pasado. Algunas partes de la Biblia se pueden considerar como fuentes primarias en la historia de los antiguos israelíes, y nos dan buena información sobre la perspectiva religiosa de los hombres y mujeres de esa civilización. Del mismo modo los escritos de Confucio o el Korán son fuentes primarias para mejor entender esas religiones, el confucianismo y la religión musulmana. Los himnos religiosos y las leyendas nos explican qué creencias tenían aquellas personas que consideraban tales escritos como liturgia sagrada.

Las fuentes históricas de tipo visual, sin palabras, y los objetos, también nos ayudan a reconstruir la historia. Los edificios, las cosas, las obras de arte que todavía permanecen en uso y se aprecian aunque sean de épocas remotas, así como los edificios, objetos y obras de arte que ya no se usan pero que han sido redescubiertos en excavaciones arqueológicas, son todos fuentes primarias de la historia. Para reconstruir y analizar la historia del siglo pasado, también se pueden usar fotografias, películas y videos. Todos los aspectos del medio ambiente nos dicen algo sobre la historia del momento en que fueron producidos, desde los templos enormes como el Panteón en Atenas, Grecia, hasta los utensilios y cacharros más pequeños que hayan servido en un hogar; desde las obras de arte más famosas hasta las moneditas que hayan sido producidas en grandes cantidades.

Crítica Histórica de las Fuentes

No hay ninguna fuente histórica primaria que se pueda usar sin análisis; cada fuente primaria debe someterse a la crítica para poder apreciar su valor al reconstruir la historia de un periodo.....

..

La Interpretación de las Fuentes Primarias

La interpretación de fuentes primarias puede ser una manera excelente de aumentar el conocimiento histórico en el salón de clase. Para comprender las fuentes primarias uno debe preguntar las preguntas correctas sobre tal fuente y analizar la fuente más profundamente y no sólo a un nivel superficial de resumir el contenido.

El primer paso en la interpretación histórica es la crítica de un documento. Los estudiantes deben preguntar, entre otras preguntas posibles: **¿Qué tipo de documento es éste? ¿Para quién fue escrito? ¿Cuál habrá sido el propósito del autor al escribirlo? ¿Se habrá cambiado de algún modo al traducirse o al transcribirse (por ejemplo, de poesía a prosa)?** Entonces los estudiantes pueden preguntar **qué nos dice el documento sobre la época o el momento en que fue escrito.** Para este própósito, algunos detalles que al principio nos parecen poco informativos pueden convertirse en detalles muy interesantes y valiosos al analizarse.

Para demostrar este tipo de análisis, vamos a suponer que en una clase de sexto grado se estudia la relación que existía entre Egipto y sus vecinos durante el Nuevo Reino. El siguiente texto nos puede servir para el análisis:

> Copia de una tableta de plata en la cual el gran jefe de Hatti,
> Hattusilis, la cual él causó que se le trajera al Faraón a mano de su
> mensajero....para rogarle paz a su Majestad [Ramses II]....
> supremo entre los gobernantes, quien marca sus fronteras donde desee en todas las
> tierras....¡Miren!, Hattusilis, el gran jefe de Hatti, se ha hecho

> un tratado con [Ramses] el gran jefe de Egipto, comenzando
> hoy, y que cause que haya buena paz y buena hermandad
> entre nosotros por siempre .....[las provisiones del tratado continúan].
> En cuanto a las palabras escritas sobre esta tablilla de plata de la tierra de
> Hatti y la tierra de Egipto, de quien no las cumpla, un
> mil de dioses de la tierra de Egipto le destruirán su casa, su tierra,
> y sus sirvientes. Pero quien las cumpla.....ya sea
> Hatti, o ya sea egipcio, y quien no las olvide, un
> mil de dioses de la tierra de Egipto le proveerán riquezas y
> vida, junto con sus sirvientes, y en su casa y su tierra.
>
> De un tratado entre Egipto - Hittite, escrito hacia 1270 (BCE)

Empecemos con preguntas sobre el mismo texto. Claramente se trata de un tratado entre dos reyes. El primer párrafo indica que esta versión de la tablilla en particular es egipcia y enviada a Egipto por el rey de Hatti. El propósito del tratado en sí es el de promover la paz entre los dos reinos. En la introducción, sin embargo, se puede discernir un poco de propaganda por parte del Faraón al publicar el tratado (él se representa a sí mismo como el rey "quien marca sus fronteras donde desee en todas las tierras"). El texto debe ser muy importante ya que se inscribió en plata.

Después, ¿qué nos dice el tratado sobre Egipto y Hatti en el siglo trece BCE? Que había contactos diplomáticos, y que por alguna razón (no de inmediato percibida mediante este texto) se estaba tratando de llegar a una relación basada en la paz. Estos hechos se perciben claramente al leer rápidamente el texto. Para ver más detalles: ¿Cómo se transmitió el mensaje? Por lo menos en un caso se hizo mediante un "mensajero" (lo cual nos hace pensar en varias preguntas importantes como que si el mensajero hablaba la lengua egipcia, la lengua hittite, ambas lenguas, y cómo viajó de un reino a otro).

¿Cuán poderosos eran los dos reyes? El Faraón se proclamaba un rey "quien marca sus fronteras donde desee en todas las tierras", pero esta proclamación se negaba por la misma necesidad del tratado de paz, aunque el hecho que ambos reyes solos parecen ser los responsables por el tratado sugiere que ambos eran monarcas bien poderosos que podían ejercer su autoridad a nombre de sus pueblos y territorios.

¿Cómo se enforzaría este tratado? La única amenaza especificada o implícita en el tratado es en contra de aquella persona que no compla con el tratado y se especifica que una maldición divina le ocurrirá. Este detalle nos indica algo interesante sobre la religión. Había "un mil de dioses" de los dos, Egipto y Hatti; ambos reinos tenían religiones politeístas. Ambos reyes parecen tener buena fe no sólo en sus dioses sino también en los dioses del otro reino (los dioses de los dos reinos se supone que actúen juntos para vengarse de cualquier persona que desobedezca el tratado.)

¿Era el tratado obligatorio sólo en forma general para los dos reyes o en forma específica? Alguien que desobedeciera se le describía como alguien que abusaba "las palabras escritas sobre esta tablilla"; se hacía énfasis en las palabras del tratado que sugiere un tratado muy bien y precisamente escrito con provisiones específicas.

Finalmente, ¿podemos entender lo que se consideraba importante en la vida durante ese período histórico? La última frase, la maldición, nos lo indica. Si se obedece el tratado, una persona puede esperar (gracias a los dioses) "riquezas y vida, junto con sus sirvientes, y en su casa y su tierra." El énfasis está en la salud de la persona y en su propiedad, quizás las cosas más importantes tanto para los egipcios como para los hittites en ese entonces. ¿Por qué no su familia? Esto debe tratarse de una dificultad con la traducción. La palabra "casa" en la lengua egipcia, y en muchas otras lenguas, implica el significado secundario también de "familia," un significado que la palabra "house" en inglés raramente tiene. De esta traducción del tratado, se pierde este segundo significado. Sin embargo, el hecho que la paz se describe en forma de "hermandad" parece sugerir que las relaciones familiares eran muy importantes y de gran confianza.

Este pequeño texto nos ha dado, por lo tanto, muchos más detalles sobre el antiguo Egipto y el antiguo Hatti, la relación que existía entre ellos, sus religiones, monarquías, y sus culturas. Este tipo de análisis se puede hacer con fuentes primarias, ya sean antiguas o modernas. Al hacer estos análisis los estudiantes trabajan como historiadores; no deben confiar en que la narrativa histórica presentada en su libro de historia sea la verdad. Al usar fuentes primarias, los estudiantes pueden formular sus propias interpretaciones del pasado. Todos los posibles significados de las fuentes quizás no les sean obvios al principio, pero discutiendo y analizando, los puntos más oscuros se hacen más claros. Usando las fuentes primarias los estudiantes pueden leer directamente las palabras de hombres y mujeres que, hace cientos, quizás miles, de años amaron. Sus palabras todavía se conservan frescas y fascinantes, y nos hablan de forma muy vívida, como les hablaron a sus propios contemporáneos.

Las fuentes históricas primarias nos fascinan en sí mismas. ¿A quién no le gustaría leer el diario de una mujer que cruzó el país camino del oeste en una carreta cubierta, o una carta del siglo dieciseis del rey del Congo al rey de Portugal protestando lo que los portuguese estaban haciendo en su tierra para conseguir esclavos? Documentos como éstos se pueden conseguir fácilmente para que el estudiantes los lea y los estudie; nos hacen revivir cualquier período histórico, poblando el paisaje histórico con personalidades reales y alertándonos a problemas que hoy todavía estamos tratando de resolver.

Appendix B

Primary Sources - A List

I. **Correspondence**
personal letters
diary
journal
appointment book
log (e.g. a ship's log)

II. **Private Papers**
family tree
memoir
recollections
reminiscences
research notes
sermon
speech

III. **Financial Records**
bank statement
invoice
ledger (bookkeeping)
.requisition

IV. **Legal Agreement**
certificate
contract
indenture
mortgage
will
meeting agenda
meeting minutes
proceedings

V. **Publications**
leaflets (e.g. rally)
brochure
catalogs
circular/flyer
handbook
manual
news clippings
poster
program

VI. **Photographic Materials**
microfilm
prints

VII. **Sound Recordings**
cylinders
disks
tapes
records

VIII. **Technological Media**
videotape, film, etc.

IX. **Other**

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____

Yolanda Espinoza - Facilitator for CH-SSP "World Population Movements: Past and Present", CSU Bakersfield, has given the author of "Student Validation of Primary Source Documents" verbal permission to include Appendix B in this paper.

Apéndice B

Fuentes Primarias -- Una Lista

I. Correspondencia
- cartas personales
- diario
- diario de actas
- horarios
- diario de navegación

II. Papeles Privados
- árbol genealógico
- memorias
- recuerdos
- reminiscencias
- notas de investigación
- sermones

III. Datos Financieros
- saldos bancarios
- recibos
- libros de contabilidad
- pedidos

IV. Contratos Legales
- certificados
- contratos
- contratos de trabajo
- hipotecas
- testamentos
- actas de reunión
- agendas
- actas de acciones

V. Publicaciones
- hojas sueltas de información
- panfletos
- catálogos
- circulares
- cuaderno
- manual
- recortes del periódico
- anuncios
- programas

VI. Material Fotográgico
- películas
- fotos

VII. Grabaciones
- cilindros
- discos
- cintas
- l.p.'s

VIII. Medios Tecnológicos
- videos

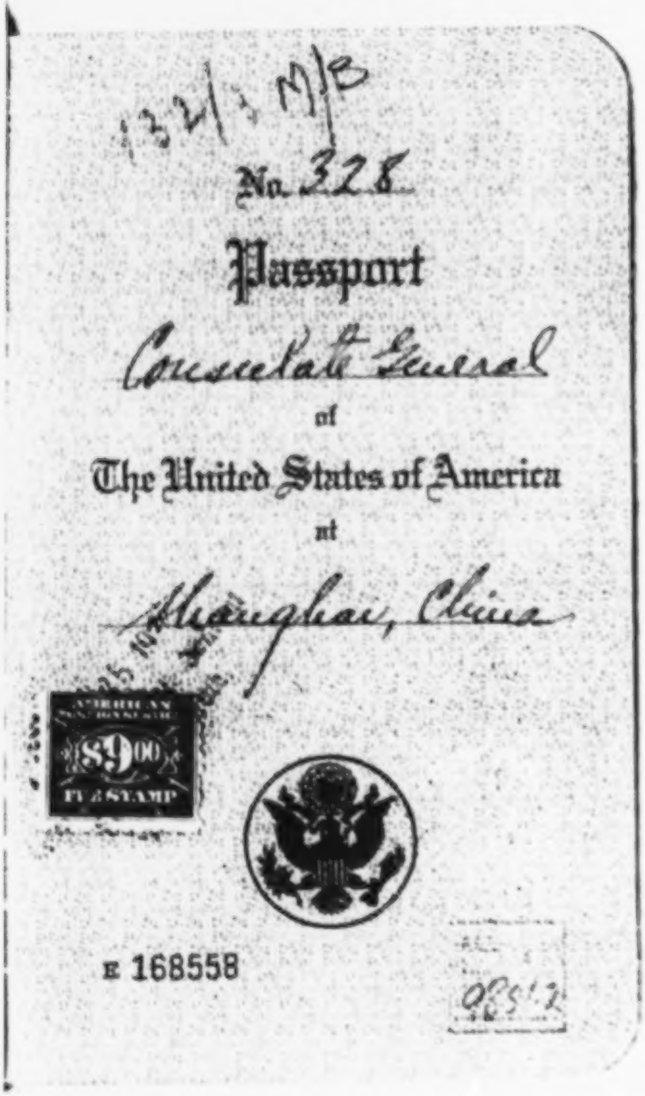
Appendix C
Sources For Primary Source Documents

Primary Sources:

1.	National Archives - Washington, D.C. Naval Archives	(202) 501-5671
2.	Naval Historical Center 901 "M" Street S.E. Building 57, W.N.Y. Washington, D.C. 20374	(202) 433-3170
3.	Department of State Historian - Dr. Paul Claussen	(202) 663-1126
4.	San Diego Commander Naval Forces Pacific - Clint Duncan	(619) 437-2735
5.	Pentagon Chief of Naval Operations Naval History Department	(202) 433-2765
6.	Sherman Geinberg Film Library 1039 N. McCadden Place Hollywood, Ca. 90038	(213) 464-7491
7.	Naval Historical Foundation Photo Service Washington Naval Yard 901 "M" Street S.E. Washington, D.C. 20374-5060	
8.	Navy Motion Pictures - Motion Pictures National Archives - Still Pictures	(301) 713-6790 (301) 713-6660
9.	Library of Congress	(202) 707-5836
10.	National Archives State Department Archive	(202) 501-5425
11.	George Washington University Library	(202) 994-6558

Appendix D
Miscellaneous Supporting Documents

1. Miscellaneous Supporting Document 1: Passport: Mrs. Mildred S. McCoy
2. Miscellaneous Supporting Document 2: Bill of Sale: Zin Ching Curios Co.
3. Miscellaneous Supporting Document 3: Receipt: The Cathay Laundry Ltd.
4. Miscellaneous Supporting Document 4: Purchase receipt for firearms: Police Department
5. Miscellaneous Supporting Document 5: Grocery receipt: The Great Shanghai - Butchery and General Provision Supply Co.
6. Miscellaneous Supporting Document 6: Universal News Reels in VHS Format



132/3 M/B

No. 328

Passport

Consulate General

of

The United States of America

at

Shanghai, China

AMERICAN

$9.00

FEE STAMP

E 168558

0851

Miscellaneous Support Document 1
Passport of Mildred S. McCoy, pages 54-58
Private collection: J.M. Demos

BEST COPY AVAILABLE

Photograph of bearer

Mildred D. McCoy

4

I, the undersigned,
Consul General
of the United States of America, hereby request all whom it may concern to permit safely and freely to pass, and in case of need to give all lawful aid and protection to Mildred D. McCoy
a citizen of the United States.

The bearer is accompanied by his
Wife, ——
Minor children, ——

Given under my hand and the seal of the Consulate General *of the United States at* Shanghai, China
August 25, 1936

B

2

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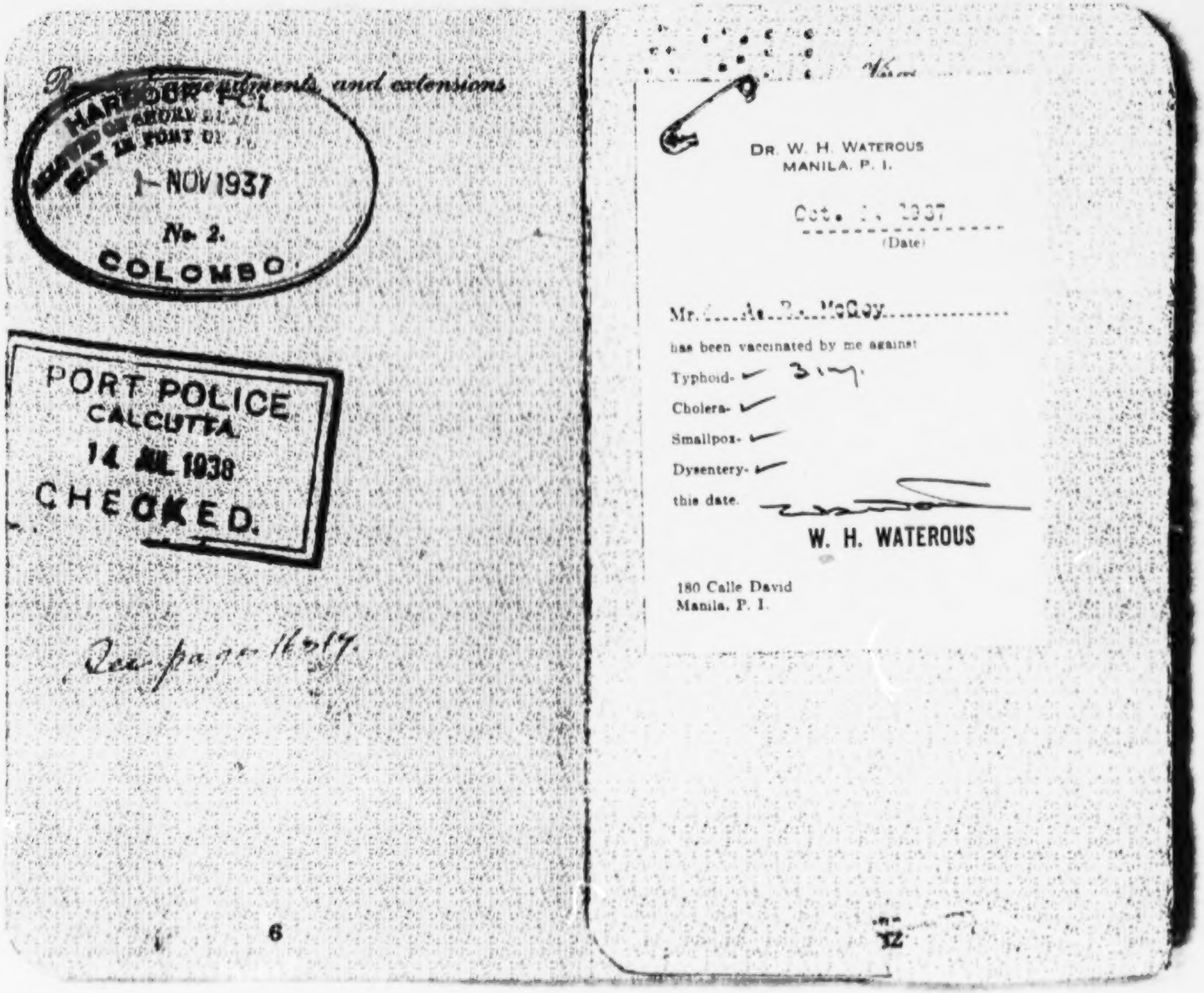

R... amendments, and extensions

HARBOUR POL
ALLOWED ON SHORE LEAVE
STAY IN PORT OF
1-NOV 1937
No. 2.
COLOMBO

PORT POLICE
CALCUTTA
14 JUL 1938
CHECKED.

See page 16 & 17.

6

Visas

DR. W. H. WATEROUS
MANILA, P. I.

Oct. 1. 1937
(Date)

Mr. A. B. McCoy

has been vaccinated by me against

Typhoid- ✓ 3 inj.

Cholera- ✓

Smallpox- ✓

Dysentery- ✓

this date.

W. H. WATEROUS

180 Calle David
Manila, P. I.

12

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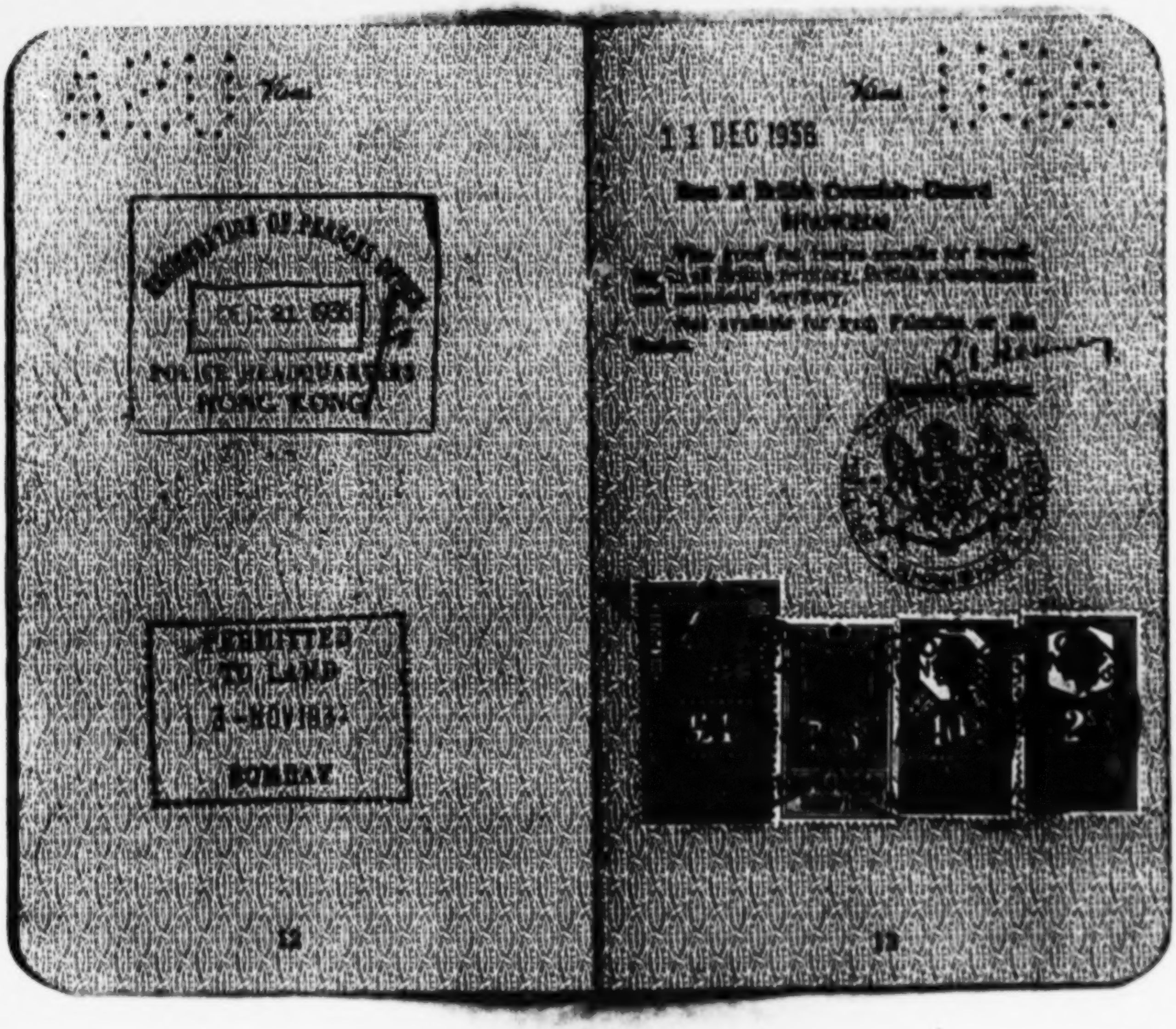

REGISTRATION OF PERSONS OFFICE

DEC. 21 1936

POLICE HEADQUARTERS

HONG KONG

PERMITTED

TO LAND

3-NOV193-

BOMBAY

12

11 DEC 1936

[illegible] of British Consulate-General

[illegible]

[illegible] territory.

[illegible]

13

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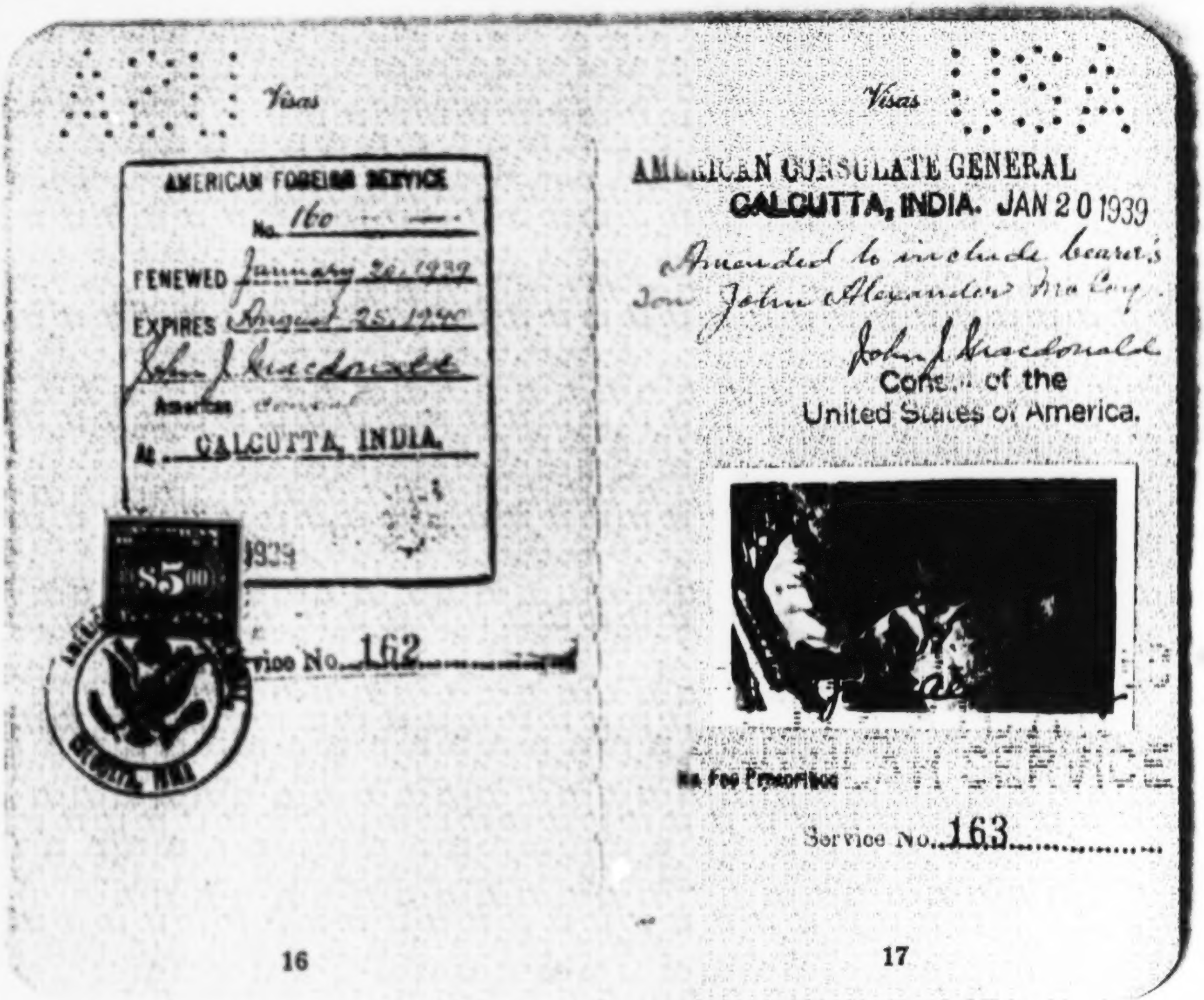


Visas

AMERICAN FOREIGN SERVICE

No. 160

RENEWED January 20, 1939

EXPIRES August 25, 1940

John J. Macdonald

American Consul

At CALCUTTA, INDIA.

1939

$5.00

Service No. 162

16

Visas

AMERICAN CONSULATE GENERAL
CALCUTTA, INDIA. JAN 20 1939

Amended to include bearer's son John Alexander McCoy.

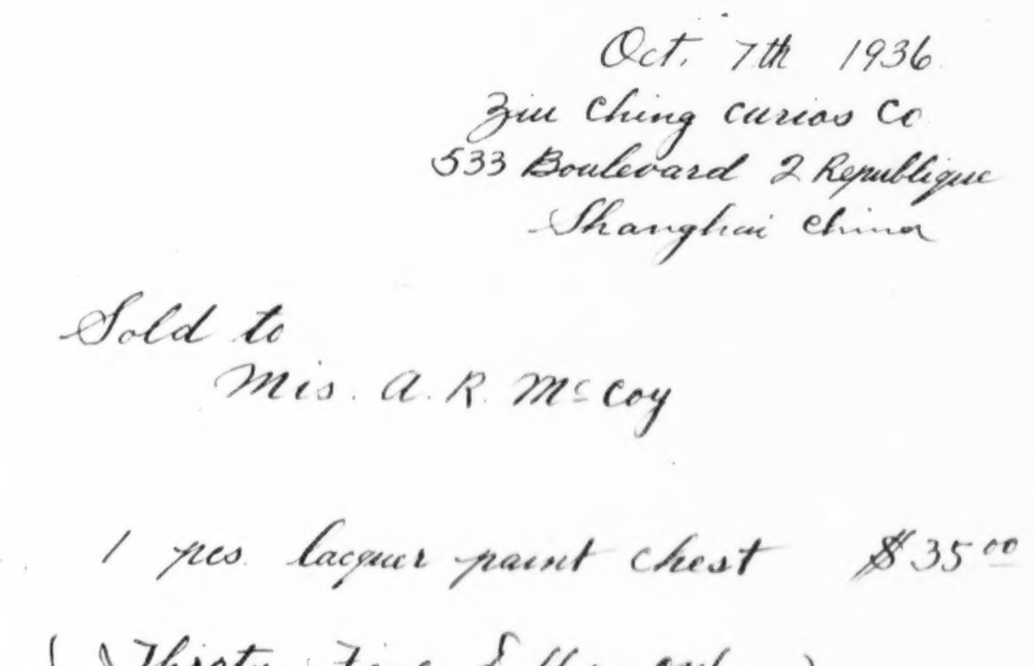
John J. Macdonald
Consul of the
United States of America.

No Fee Prescribed

Service No. 163

17

BEST COPY AVAILABLE



Oct. 7th 1936
Ziu Ching Curios Co
533 Boulevard 2 Republique
Shanghai China

Sold to
Mis. A. R. McCoy

1 pes. lacquer paint chest	$35.00

(Thiraty Five Dollars only)

paper shaving	80.00
Brass lock	70.00
	150

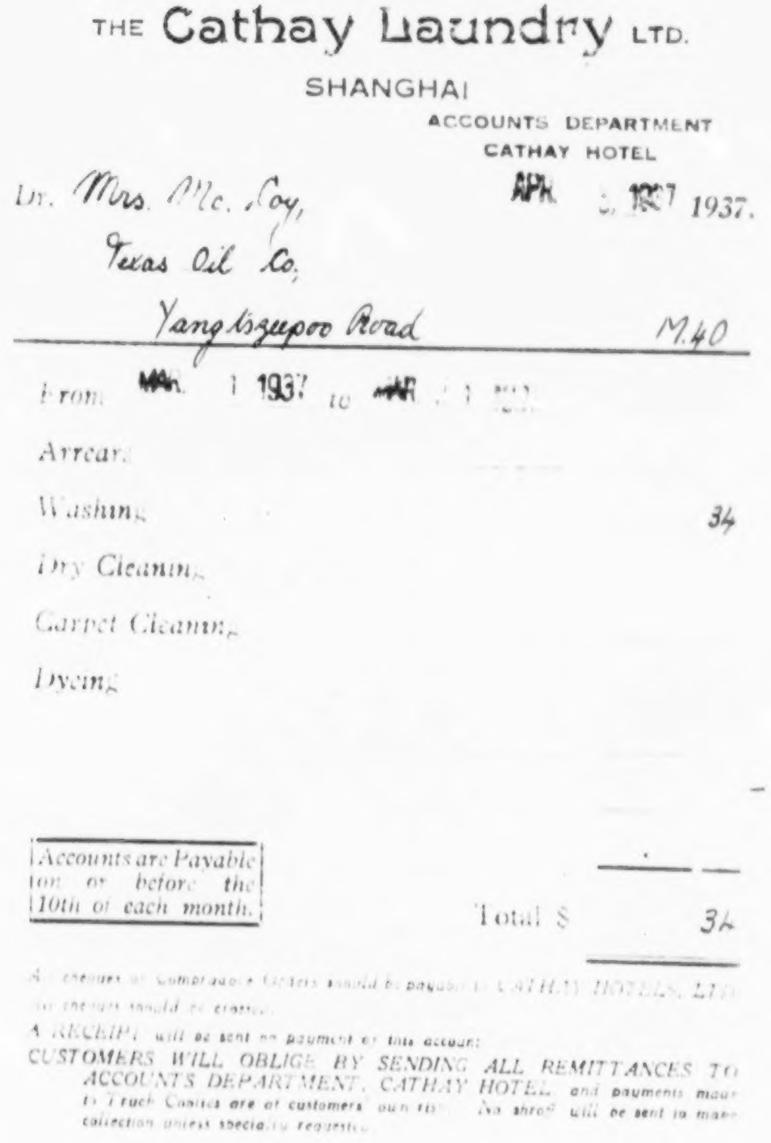
(Total $ Thirty six & cts 50/100)

Ziu Ching curios Co

ZIU CHING CURIOS CO.
精金古玩號
SHANGHAI

Y. Sying

Miscellaneous Support Document 2
Bill of sale from theZin Ching Curios Co.
Private collection: J.M. Demos



THE **Cathay Laundry** LTD.
SHANGHAI

ACCOUNTS DEPARTMENT
CATHAY HOTEL

Dr. Mrs. Mc. Coy, APR. [illegible] 1937 1937.
Texas Oil Co,
Yangtszepoo Road M.40

From MAR. 1 1937 to MAR 31 1937	
Arrears	
Washing	34
Dry Cleaning	
Carpet Cleaning	
Dyeing	
Total $	34

Accounts are Payable on or before the 10th of each month.

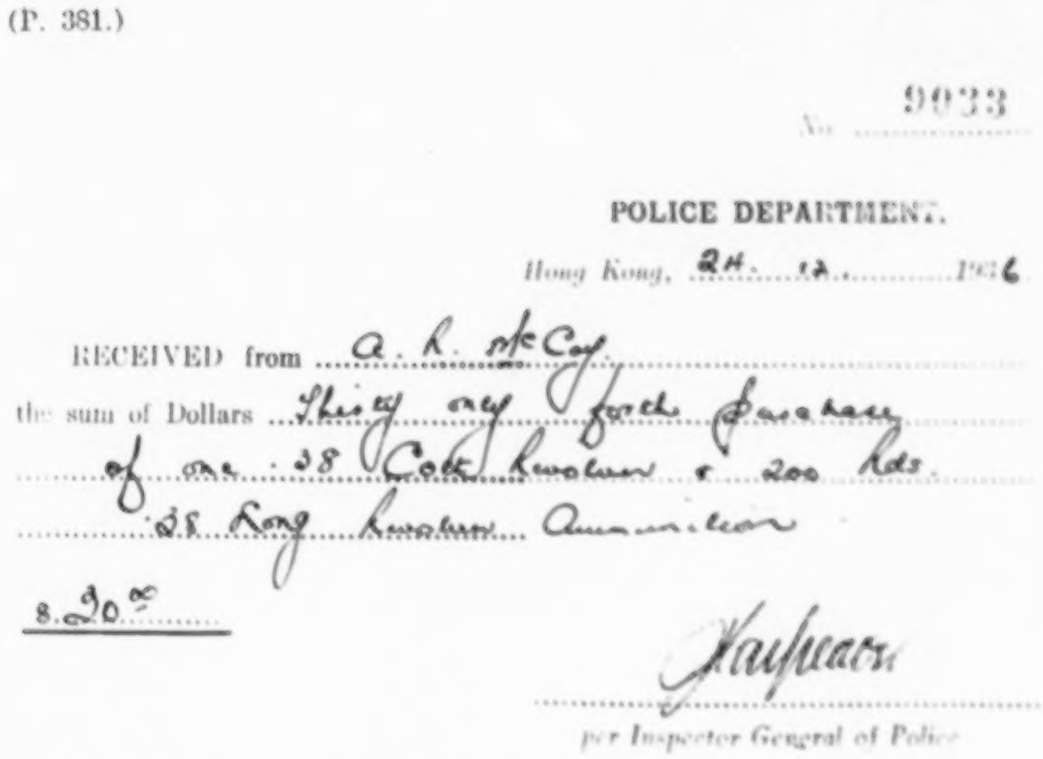
All cheques or Compradore Orders should be payable to CATHAY HOTELS, LTD and cheques should be crossed.

A RECEIPT will be sent on payment of this account.

CUSTOMERS WILL OBLIGE BY SENDING ALL REMITTANCES TO ACCOUNTS DEPARTMENT, CATHAY HOTEL and payments made to Truck Coolies are at customers' own risk. No shroff will be sent to make collection unless specially requested.

Miscellaneous Support Document 3
Receipt from The Cathay Laundry Ltd
Private collection: J.M. Demos

BEST COPY AVAILABLE



(P. 381.)

No. 9033

POLICE DEPARTMENT.

Hong Kong, 24. 12. 1936

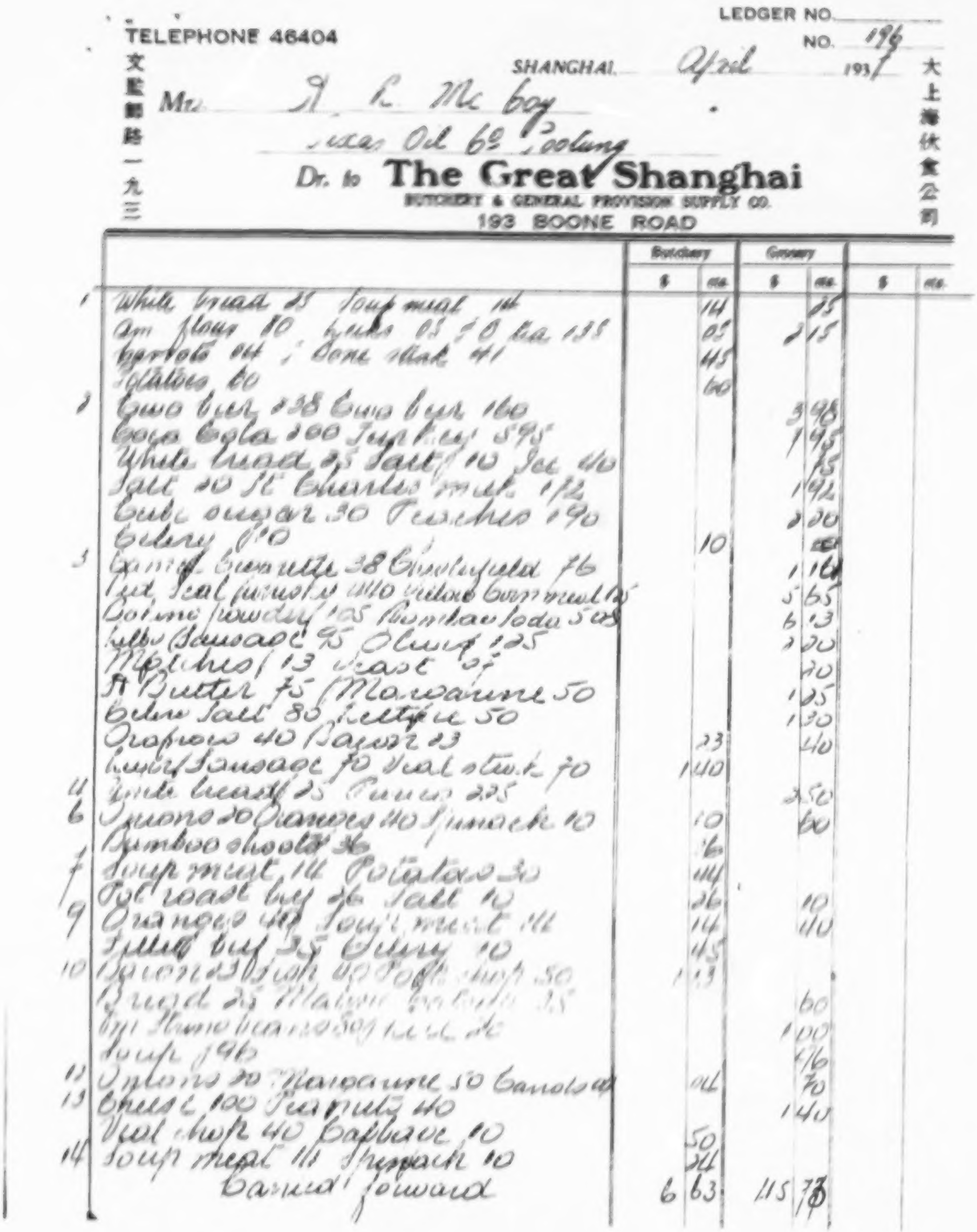
RECEIVED from A. R. McCoy

the sum of Dollars Thirty only for the purchase of one .38 Colt revolver & 200 Rds. .38 Long revolver Ammunition

$30.00

Hargreaves
per Inspector General of Police

Miscellaneous Support Document 4
Purchase receipt for firearms: Police Department
Private collection: J.M. Demos



LEDGER NO.

NO. 196

TELEPHONE 46404

文監師路一九三

SHANGHAI April 1937

大上海伙食公司

Mr. G. R. McCoy

Texas Oil Co. Pootung

Dr. to **The Great Shanghai**

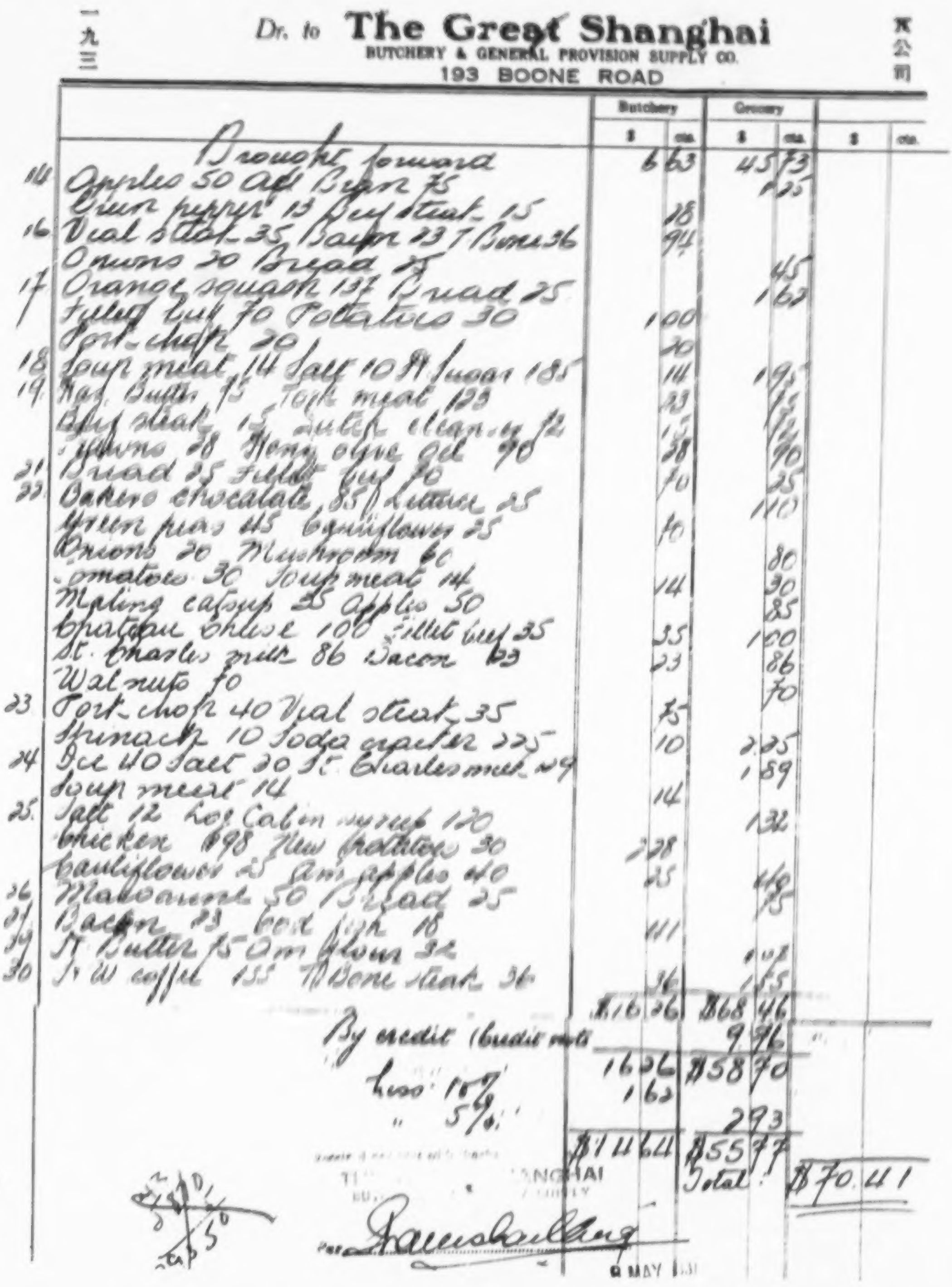
BUTCHERY & GENERAL PROVISION SUPPLY CO.

193 BOONE ROAD

		Butchery		Grocery			
		$	cts.	$	cts.	$	cts.
1	White bread 25 Soup meat 14		14		25		
	Am flour 80 Lemons 05 50 tea 135		05	2	15		
	Apricots 45 ; Bone steak 41		45				
	Potatoes 60		60				
2	Two beer 238 Two beer 160			3	98		
	Coca Cola 200 Turkey 595			7	95		
	White bread 25 Salt 10 Ice 40				75		
	Salt 20 St Charles milk 172			1	92		
	Cube sugar 30 Peaches 190			2	20		
	Celery 10		10		[illegible]		
3	Camel cigarettes 38 Chesterfield 76			1	14		
	Red Seal [illegible] 440 Yellow corn meal 125			5	65		
	Baking powder 105 Bombay soda 508			6	13		
	Liver Sausage 95 Olives 125			2	20		
	Matches 13 Yeast 07				20		
	1 Butter 75 Margarine 50			1	25		
	Celery salt 80 Lettuce 50			1	30		
	Grapes 40 Bacon 23		23		40		
	Liver Sausage 70 Veal steak 70	1	40				
4	White bread 25 Prunes 225			2	50		
6	Onions 20 Oranges 40 Spinach 10		10		60		
	Bamboo shoots 36		36				
7	Soup meat 14 Potatoes 30		44				
	Pot roast beef 26 Salt 10		26		10		
9	Oranges 40 Soup meat 14		14		40		
	Fillet beef 35 Celery 10		45				
10	Bacon 23 Fish 40 Pork chops 50	1	13				
	Bread 25 [illegible] 35				60		
	[illegible] beans 50 [illegible] 50			1	00		
	Soup 496			4	96		
11	Onions 20 Margarine 50 Carrots 24		24		70		
13	Cheese 100 Peanuts 40			1	40		
	Veal chops 40 Cabbage 10		50				
14	Soup meat 14 Spinach 10		24				
	Carried forward	6	63	115	75		

Miscellaneous Support Document 5
Grocery receipt from The Great Shanghai - Butchery and General Provision Supply Co.
Private collection: J.M. Demos

BEST COPY AVAILABLE



一九三

Dr. to **The Great Shanghai**
BUTCHERY & GENERAL PROVISION SUPPLY CO.
193 BOONE ROAD

[illegible]公司

		Butchery $	Butchery cts.	Grocery $	Grocery cts.	$	cts.
	Brought forward	6	63	45	73		
14	Apples 50 All Bran 75			1	25		
	Green pepper 13 Beef steak 15		28				
16	Veal steak 35 Bacon 23 T Bone 36		94				
	Onions 20 Bread 25				45		
17	Orange squash 137 Bread 25			1	62		
	Fillet beef 70 Potatoes 30	1	00				
	Pork chops 20		20				
18	Soup meat 14 Salt 10 [illegible] Sugar 185		14	1	95		
19	Mag. Butter 75 Pork meat 23		23		75		
	Beef steak 15 Dutch cleanser 12		15		12		
	Lemons 28 Heinz olive oil 90		28		90		
21	Bread 25 Fillet beef 70		70		25		
22	Bakers chocolate 85 Lettuce 25			1	10		
	Green peas 45 Cauliflower 25		70				
	Onions 20 Mushroom 60				80		
	Tomatoes 30 Soup meat 14		14		30		
	Maling catsup 35 Apples 50				85		
	Chateau Cheese 100 Fillet beef 35		35	1	00		
	St. Charles milk 86 Bacon 23		23		86		
	Walnuts 70				70		
23	Pork chops 40 Veal steak 35		75				
	Spinach 10 Soda cracker 225		10	2	25		
24	Ice 40 Salt 20 St. Charles milk 129			1	89		
	Soup meat 14		14				
25	Salt 12 Log Cabin syrup 120			1	32		
	Chicken 198 New potatoes 30	2	28				
	Cauliflower 25 Am apples 40		25		40		
26	Macaroni 50 Bread 25				75		
27	Bacon 23 Cod fish 18		41				
29	[illegible] Butter 75 Am flour 32			1	07		
30	[illegible] coffee 155 T Bone steak 36		36	1	55		
		$16	26	$68	46		
	By credit (credit note			9	96		
		16	26	$58	70		
	Less 10%	1	62				
	" 5%			2	93		
		$14	64	$55	77		
				Total:		$70.41	

TH... ...ANGHAI
BU... ...PPLY

Per

9 MAY 193

Miscellaneous Support Document 5 (continued)
Grocery receipt from The Great Shanghai - Butchery and General Provision Supply Co.

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